

1:04



Read and listen to the statements. All of them are true! Talk about them with a partner. Which one is the most surprising? Why?

- 1 Some kids have *didaskaleinophobia*, which is the fear of going to school.
- 2 Richard Branson, creator of *Virgin Records* and the *Virgin Atlantic* airline, didn't finish secondary school.
- 3 There is an alternative school in Canada that doesn't test pupils and it doesn't follow a strict timetable, either. Pupils decide how to spend the school day and which activities to attend. They are grouped not by their age but by their interests.
- 4 Finnish pupils rarely take exams or do homework until they are into their teens. But they rank at the top or near the top in international tests in Science, Maths and Language.
- 5 China's got the longest school day in the world. A Chinese pupil spends almost eleven hours in the classroom each day!
- 6 In South Korea, secondary school pupils applying for university all take the same standardised test. On the day of the test, people come to the school to support pupils who are going to take the test. They give out sweets, tea and other treats to the pupils. Some taxis give pupils free rides and additional trains and buses run before and after the exam.





Read and listen to these bad excuses. Say what each person should have done. Use the phrases in the box.

been more careful done it earlier
done it again paid attention to the time
taken it away from her

- | | |
|---|--------------------|
| 1 Q: Have you done your homework yet? | She should have ?. |
| A: No, I haven't... | |
| 2 Q: Have you studied for the test yet? | She should have ?. |
| A: No, I haven't... | |
| 3 Q: Have you finished your project yet? | He should have ?. |
| A: Yes, I have, but... | |
| 4 Q: Have you handed in your essay yet? | He should have ?. |
| A: No, I haven't... | |
| 5 Q: Have you done your Maths homework yet? | He should have ?. |
| A: No, I haven't... | |

3

Work with a partner. Take turns making up your own bad excuses.



Have you finished your homework yet?

Why not?

No, I haven't.

There was a power cut and I couldn't find my torch.



**THINK
BIG**

When do we usually give excuses? What's the difference between an excuse and an explanation?



TIP

Use *should + have + past participle* form of the verb to give advice about something in the past.

Reading | Web forum

4 Listen and read. What's the problem? What different advice is offered?

boy1_xyz Hey, you guys. I'm only twelve years old and I'm already under so much stress. I think I'm developing didaskaleinophobia. Have you ever had it? It feels like school is one long punishment. I've got so much homework! I've barely got time to talk to my friends! What shall I do?

cookie48 Uh oh. That's not good. Have you told your parents? I told mine about my situation and we ended up having a meeting with my teacher. That might sound stressful but it was actually helpful. My teacher still gives a lot of homework but she helps me manage it. Things aren't perfect but I feel better.

34309843_kc Take my advice, boy1_xyz. Don't tell your parents! Trust me – they'll think you just don't like studying. You'll end up in more trouble than you were in before.

imsoclever I agree with cookie48. Tell your parents about your situation and about how it's making you feel. Show them all your homework.

cute_girl28 I disagree with 34309843_kc. I had the same problem. At first, I couldn't tell my parents but then every Sunday, I'd start feeling sick at the thought of going to school the next day. I finally told my parents. They talked to my teachers and it helped. At the end of the school year, I ended up transferring to an alternative school. My new school suits me much better. We've got much more freedom. We choose our subjects and school activities. I've been here for a month now and I'm MUCH happier.

citymouse1 Hey, cute_girl28. Your school sounds reaaaaaally cool! Where is it?

techieboy03 I've already researched alternative schools, citymouse1. There are some great ones in the UK. I've also researched similar schools in Scotland. There are some really cool ones that are unusual and interesting. I'm guessing but I think your school might be in London, cute_girl28. Am I right?

cute_girl28 You're close, techieboy03. Good guess! You're a great detective. There are a lot of alternative schools in London. I know because I researched it, too! My school is in Brighton. I just love my school!

boy1_xyz I like your idea. I think an alternative school would fix my problem. But those schools are difficult to get into and there are only a few of them.

rainbowgirl Why not try homeschooling? I'm being homeschooled and I really like it. My mum teaches me all the subjects. We go on field trips a lot. And once a year, we go to an event just for homeschoolers. It's very exciting. I look forward to it every summer!

READING COMPREHENSION

5 Read and say **yes, no or doesn't say**.

- 1 Boy1_xyz has already told his parents about his problem.
- 2 Cookie48 has spoken to his teacher about his problem.
- 3 Imsoclever and cookie48 give the same advice.
- 4 Cute_girl28 lives in Scotland.
- 5 Techieboy03 likes being at a traditional school.

THINK BAG Who do you think gave the best advice to boy1_xyz? Why/Why not? What advice would you give to boy1_xyz?

Unit 1

Warm-Up

- Play *Stress Ball* to review the concept of stress. Say: *Stress is pressure caused by worry or too much work.* Begin by having pupils sit in a circle. A player names something that causes stress and passes the ball to the right. The next player repeats the first player's response and adds another cause of stress. Players who can't remember the causes of stress in the order they were given or add another cause of stress are out of the game.

Using Page 4

4 1:07 Listen and read. What's the problem? What different advice is offered?

INVOLVE | Explain the lesson objective – pupils will read, talk and answer questions about a web forum.

- Have pupils read the title aloud and preview the forum layout, including text features like the user's identification and the comment. Say: *This is a web forum that pupils use to share ideas and advice. Web forums are a good place to share opinions. Sometimes it's easier to say something in a forum than to say it face-to-face.*
- Remind pupils that they read about didaskaleinophobia on page 2. Ask: *If you've got this problem, what are you afraid of?* (going to school)
- Read the directions aloud. Play audio track 1:07 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Ask: *How does boy1_xyz feel about school?* (He feels like it's punishment and he's stressed.) *What happened when cookie48 told his parents about a similar situation?* (They had a meeting with his teacher who now helps him manage his homework. He feels better.) *What's the problem?* (boy1_xyz thinks he's developing didaskaleinophobia) *What different advice is offered?* (talk to the parents/teacher, search for an alternative school, try homeschooling)

ASSIST

Replay the audio as needed. Pause after each comment and use simple language to explain unfamiliar words and phrases. Say: *A situation is a problem. A traditional school follows teaching ideas that have been used for a long time. An alternative school is one that follows new or unusual teaching ideas.*

Using Page 5

- **21st Media Literacy** Point out that all of the comments on a web forum are anonymous – users don't know each other's real names. Have pupils discuss the advantages and disadvantages of anonymous postings. Point out that being anonymous can make it easier for someone to say what he or she really feels about something.

5 Read and say *yes, no or doesn't say*.

- Read the directions aloud. Ask: *What does it mean if you choose doesn't say?* (The information is not stated in the forum.) Have pupils complete the activity independently.

MONITOR Review answers with the class. Have volunteers explain why the false statements are not correct. (*Answers: 1 no, he hasn't told them yet, 2 yes, 3 yes, 4 no, cute_girl28 goes to school in Brighton, 5 doesn't say*)

ASSIST Replay the audio as needed and review any problems with understanding. Suggest that pupils locate clues that helped them answer each item.

CHALLENGE Invite pupils to write additional items for classmates to answer with *yes/no/doesn't say*. Model: *Rainbowgirl wants to transfer to another school. (No; she is happy being homeschooled.) Boy1_xyz decides he'll talk with his parents about his problem. (doesn't say)*

THINK BIG 21st Problem Solving

- Read the questions aloud with pupils.
- Say: *Online forums can help you solve a problem. You can post a question and get a lot of advice. Then you can decide which advice is best for you.*
- Encourage pupils to use the reading text for additional support as they answer in pairs.

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



Suggest that pupils give each of the forum users a first name to make it easier to talk about their opinions. Say: *You can choose a name that begins with the first letter of the pupil's posting ID. For example, you might call boy1_xyz Ben, Bob or Bruce.*

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

Application and Practice Activity

- Invite pupils to write comments that they would share in response to boy1_xyz's post. Remind pupils that the language used in an online forum is friendly and informal and that many users don't use complete sentences. Say: *However, it's important to be as clear as possible when giving advice. Writing in complete sentences can help you make sure that your ideas are clear to others. Clear writing is more likely to persuade others that you're right.* Encourage pupils to use a computer if available and then print out a copy of their comments to share with the class.

MONITOR Invite partners to exchange comments and check each other's writing for correct vocabulary and grammar before they 'post' their comments on the board or in their books.

OBJECTIVES

- To read unit language in context
- To read for understanding by using text features
- To read and draw conclusions
- To relate the text to pupils' own lives

Key Vocabulary

Nouns: advice, detective, field trips, freedom, meeting, situation

Verbs: homeschool, manage, research, study, transfer

Adjectives: alternative, helpful, traditional

21st Century Skills

Media Literacy
Problem Solving

Materials

Ball
Audio tracks 1:07–08
Digital activities:
MyEnglishLab

AB

Page 4
Answers on page T152

Summary

A twelve-year-old web forum user asks for advice. He's stressed because of too much homework. One user suggests telling his parents and meeting with his teacher. Another user says he shouldn't tell his parents at all. A third agrees with talking to his parents. She had a similar problem and transferred to an alternative school. A fourth recommends homeschooling.

TEACHING TIP

Antonyms

Recognising antonym pairs helps pupils learn new vocabulary. Have pupils talk about ideas in the forum using these antonym pairs: *stressed/relaxed, punishment/reward, traditional/alternative, transfer/stay, similar/different, interesting/boring.*



Listen and read. What's the problem? What different advice is offered?

boy1_xyz



Hey, you guys. I'm only twelve years old and I'm already under so much stress. I think I'm developing didaskaleinophobia. Have you ever had it? It feels like school is one long punishment. I've got so much homework! I've barely got time to talk to my friends! What shall I do?

cookie48



Uh oh. That's not good. Have you told your parents? I told mine about my situation and we ended up having a meeting with my teacher. That might sound stressful but it was actually helpful. My teacher still gives a lot of homework but she helps me manage it. Things aren't perfect but I feel better.

34309843_kc



Take my advice, boy1_xyz: Don't tell your parents! Trust me - they'll think you just don't like studying. You'll end up in more trouble than you were in before.

imsoclever



I agree with cookie48. Tell your parents about your situation and about how it's making you feel. Show them all your homework.

cute_girl28



I disagree with 34309843_kc. I had the same problem. At first, I couldn't tell my parents but then every Sunday, I'd start feeling sick at the thought of going to school the next day. I finally told my parents. They talked to my teachers and it helped. At the end of the school year, I ended up transferring to an alternative school. My new school suits me much better. We've got much more freedom. We choose our subjects and school activities. I've been here for a month now and I'm MUCH happier.

citymouse1



Hey, cute_girl28. Your school sounds reaaaaaally cool! Where is it?

www.webforum.com

<p>techieboy03</p> 	<p>I've already researched alternative schools, citymouse1. There are some great ones in the UK. I've also researched similar schools in Scotland. There are some really cool ones that are unusual and interesting. I'm guessing but I think your school might be in London, cute_girl28. Am I right?</p>
<p>cute_girl28</p> 	<p>You're close, techieboy03. Good guess! You're a great detective. There are a lot of alternative schools in London. I know because I researched it, too! My school is in Brighton. I just love my school!</p>
<p>boy1_xyz</p> 	<p>I like your idea. I think an alternative school would fix my problem. But those schools are difficult to get into and there are only a few of them.</p>
<p>rainbowgirl</p> 	<p>Why not try homeschooling? I'm being homeschooled and I really like it. My mum teaches me all the subjects. We go on field trips a lot. And once a year, we go to an event just for homeschoolers. It's very exciting. I look forward to it every summer!</p>

READING COMPREHENSION

5 Read and say **yes**, **no** or **doesn't say**.

- 1 Boy1_xyz has already told his parents about his problem.
- 2 Cookie48 has spoken to his teacher about his problem.
- 3 Imsoclever and cookie48 give the same advice.
- 4 Cute_girl28 lives in Scotland.
- 5 Techieboy03 likes being at a traditional school.

**THINK
BIG**

Who do you think gave the best advice to boy1_xyz?
Why/Why not? What advice would you give to boy1_xyz?



1:09
6

Listen and read. What have Peter and his mum already discussed?

Mum: Peter, I'm about to ask you a question. Can you guess what?

Peter: You're about to ask me if you can increase my pocket money.

Mum: Ha ha. Have you finished your homework yet?

Peter: Not exactly. I'm talking to Tessa.

Mum: Yes, I can see that. May I speak to you, please?

Peter: OK. *[to phone]* Tessa, I've got to go. I'll call you back later.

Mum: So you haven't 'exactly' finished your homework yet?

Peter: Yeah, well, I've finished my Maths homework and I've almost finished my English essay but I haven't started my History assignment yet.

Mum: We've been through this before, Peter. Homework first, phone calls later.

Peter: I know. Sorry, Mum. I'll do it now.

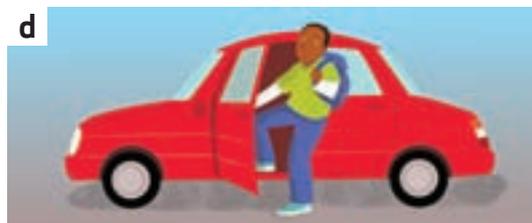
7

Practise the dialogue in 6 with a partner.

1:10
8

Listen and match. Then complete the sentences. Use the correct form of the verb.

get his licence meet the new pupil
see the music video walk the dog



1 Mark's brother has already ?.

2 Stacey hasn't ? yet.

3 Roberto has already ?.

4 Dawn hasn't ? yet.

Warm-Up

- Have pupils preview the pictures in Activity 8. Encourage them to describe what they see in each one. Then explain that they will hear a dialogue about each one and ask pupils to predict what each dialogue will be about. Write pupil predictions for each picture on the board.

Using Page 6

6 Listen and read. What have Peter and his mum already discussed?

INVOLVE

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

- Tell pupils they will listen to a conversation about homework that a boy named Peter and his mother are having.
- Read the directions. Then play audio track 1:09 and have pupils listen and read silently.
- Invite partners to talk about the conversation. Ask them to describe Peter's problem.

MONITOR

Ask questions to check for understanding. Ask: *Has Peter finished his homework yet?* (He's finished his Maths homework but not his English and History homework.) *Why hasn't Peter finished his homework?* (He's talking to his friend on the phone.) *What have Peter and his mum already discussed?* (They've discussed the rule 'Homework first, phone calls later.')

7 Practise the dialogue in 6 with a partner.

- Read the directions. 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.

8 Listen and match. Then complete the sentences. Use the correct form of the verb.

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

MONITOR

Check to make sure pupils have matched correctly. Use questions to check for understanding. Ask: *Why didn't Mark ask his brother for a lift to school?* (He didn't know his brother had already got his licence.) *How did Stacey's dad know she hadn't walked the dog yet?* (In the picture, you can see that the dog is sitting inside, in front of the door, looking at it.) (Answers: 1 d, got his licence, 2 c, walked the dog, 3 b, met the new pupil, 4 a, seen the music video)

ASSIST

Review past participle forms of the verbs in the box before having pupils write their answers: *get–got, see–seen, meet–met, walk–walked.*

- Assign Activity Book page 5 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to role play a dialogue based on one of the situations in Activity 8. Encourage pupils to extend the dialogues to include at least one idea that they didn't hear.

OBJECTIVES

To talk about school activities, homework and events

To make excuses

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: dog, exchange student, licence, phone call, pocket money, version

Verbs: finish, get, meet, see, walk

21st Century Skills

Cross-Cultural Skills

Materials

Audio tracks 1:09–12
Audioscript, page T138
Digital activities:
MyEnglishLab



Page 5

Answers on page T152

TEACHING TIP

21st Cross-Cultural Skills

Point out that sometimes a song or music video might be about ways of life pupils know little or nothing about. If available, share the farm boy's music video and ask pupils to raise their hands if they know about farms. Help pupils who don't know about farms to find out more about farm life by providing appropriate internet and magazine articles and books. Have them talk about how the information and the video helped them appreciate farm life better.

OBJECTIVES

To use *yet*, *already* and *ever* with present perfect verbs

Key Vocabulary

Nouns: email, field trip, homework, project

Verbs: be, check, do, finish, start, talk

Materials

Index cards

Interactive activity / Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 6–7

Answers on page T152

Warm-Up

- Have teams play *Verb Showdown* to review verb forms. Players take turns giving the past and past participle forms of verbs you name. They score one point for each correct form. Model: *The verb is do. The past form is did. The past participle is done.* Include these verbs from the lesson: *finish, be, call, check, start, talk.* Then allow pupils to suggest other verbs.

Using Page 7

9 Make questions and answers. Follow the example.

INVOLVE

Explain the lesson objective – pupils will use *yet*, *already* and *ever* to talk about activities that have and have not happened.

- Have volunteers read the sentences and tip in the first grammar box aloud. Ask pupils to name the verb in each sentence and explain how the words *yet*, *already* and *ever* add information to the questions and answers.
- Read the directions aloud and do Item 1 as a class.

MONITOR

Check answers as a class. (*Answers: 2 Has he finished his project yet? Yes, he's already finished it., No, he hasn't finished it yet., 3 Have they ever been on a field trip? Yes, they have., No, they haven't. 4 Have your parents spoken to the teacher yet? Yes, they have., No, they haven't., 5 Has she given the book back yet? Yes, she's already given it back., No, she hasn't given it back yet.*)

10 Look at Jan's to-do list. Then complete the questions about it and answer them. Follow the example.

- Have volunteers read the sentences and tip in the second grammar box aloud. Provide and then ask pupils to complete additional sample sentences with the correct verb in the past simple or present perfect: *She ... the essay last night. (wrote) She ... already ... the essay. (has, written) She ... not ... the essay yet. (has, written)*
- Read the directions aloud. Then invite volunteers to read Jan's to-do list aloud. Say: *A tick means that Jan has finished the activity.* Complete Item 1 as a class. Write the answer on the board.
- Have pupils complete the activity independently or in pairs in their notebooks.

MONITOR

Check answers as a class. (*Answers: 2 Has Jan checked her email yet? Yes, she has. She checked it at 4:15., 3 Has Jan started reading her book yet? No, she hasn't. She hasn't started reading it yet. She should have started reading it earlier., 4 Has Jan written her essay yet? Yes, she has., 5 Has Jan finished her Science project yet? No, she hasn't.*)

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

Application and Practice Activity

- Have pupils create jumbled sentences to practise the present perfect. First, pupils write sentences using *yet*, *already* or *ever*. Then they write the words for each sentence on separate index cards, mix the cards and then put them into a set. Pupils exchange sets and try to arrange the cards to form sentences.
- Have pupils play Unit 1, Game 1 on the eText.

Has she done her solo <u>yet</u> ?	Yes, she has . She has <u>already done</u> it. No, she hasn't . She hasn't done it <u>yet</u> .
Have they <u>ever</u> won an award?	Yes, they have ./No, they haven't .

Tip: Use the present perfect to talk about an event that happened at an indefinite time in the past. The specific time is unknown or unimportant.

9 Make questions and answers. Follow the example.

1 Q: you/do/your homework/yes

Have you done your homework yet?

A: Yes, I've already done it.

A: No, I haven't done it yet.

2 Q: he/finish his project/yes

3 Q: they/ever/be on a field trip

4 Q: your parents/speak to the teacher/yes

5 Q: she/give the book back/yes

He has <u>already finished</u> the project.	He finished it <u>yesterday</u> .
He hasn't finished the project <u>yet</u> .	He didn't finish it <u>yesterday</u> .

Tip: Use the present perfect when no specific time is given. Use the past simple when giving a specific time in the past.

10 Look at Jan's to-do list. Then complete the questions about it and answer them. Follow the example.

1 (talk) Has Jan talked to Jenny yet?

Yes, she has. She talked to her at 4:00.

2 (check email) Has Jan ?

3 (start reading) Has Jan ?

4 (write essay) Has Jan ?

5 (finish Science project) Has Jan ?

Things to do:
1 Call Jenny at 4:00. ✓
2 Check email at 4:15. ✓
3 Start reading my book. ✗
4 Write essay. ✓
5 Finish Science project. ✗



Listen and read. How much free time is there in a Chinese pupil's typical school day?

CONTENT WORDS

daily free time period study period timetable typical

A Day in the Life of a Pupil in China

It's noon and the bell is ringing at your school. How many hours have you spent doing schoolwork by then?

Shall we take a look at a typical school day in China? Well the school day begins at 7:30 with a flag-raising ceremony and a speech from the head teacher. A pupil's daily timetable is packed. There is hardly any free time and pupils must work hard all day. Pupils, especially pupil leaders, have been trained from a young age to be good pupils, get good marks and help other pupils do the same. And school timetables show this. The school day is almost eleven hours long!

Look at a typical school timetable in China.

7:30-7:40 a.m.	flag-raising ceremony
7:40-7:45	prepare the classroom
7:45-8:30	1 st period
8:40-9:25	2 nd period
9:35-10:20	3 rd period
10:30-11:00	morning exercises
11:10-11:15	eye exercises
11:25-12:10 p.m.	4 th period
12:20-12:40	lunch
12:50-1:50	study period
2:00-2:15	free time
2:25-2:30	classroom prep
2:30-3:15	5 th period
3:25-3:30	eye exercises
3:40-4:25	6 th period
4:35-5:20	7 th period
5:30-6:10	8 th period or study period

12 Read 11 again and say **true** or **false**.

- 1 Chinese pupils prepare their classroom first thing in the morning.
- 2 Chinese pupils learn how to work hard and are usually good pupils.
- 3 A Chinese pupil's typical day at school is over twelve hours long.

13 Write your school timetable in a chart. Discuss it with a partner.

Warm-Up

- Write the word *timetable* on the board. Say: *A timetable is a list of times and events. It might show the hours in a day or the days in a week.* Give pupils television timetables and have them ask and answer questions about them.

Using Page 8

- 11  Listen and read. How much free time is there in a Chinese pupil's typical school day?

INVOLVE

Explain the lesson objective – pupils will read about a typical day for a school in China and compare their school's timetable with one from the Chinese school.

- Preview the article by having pupils read the Content Words aloud. Ask the pupils to share their understanding of these words.
- Play audio track 1:13 and have pupils listen and read along. Then have pupils read the chart showing a typical school timetable in China.

MONITOR

Use questions to check for understanding. Ask: *What time does school begin in a typical school in China?* (at 7:30 in the morning) *What are the first activities every day?* (a flag-raising ceremony and a speech from the head teacher) *How much time do pupils in China get for lunch?* (twenty minutes) *When does the school day end?* (at 6:10 p.m.) *How much free time is there in a Chinese pupil's typical school day?* (There's very little free time in a pupil's typical day.)

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. Explain any unfamiliar words. Say: *A packed timetable is very full. When there is hardly any free time, there is very little free time.*

- 12 Read 11 again and say true or false.

- Read the directions aloud and have pupils complete the activity independently in their notebooks.

MONITOR

Check answers as a class. (Answers: 1 false, 2 true, 3 false)

CHALLENGE

Have pupils make two questions from the text to ask their partners.

- 13 Write your school timetable in a chart. Discuss it with a partner.

- Read the directions aloud. Have pupils work in pairs to create charts and talk about their school timetables. Remind pupils that they will fill in details for a typical day. Say: *Your timetable might not match every day exactly. For example, you might have different timetables on Monday and Tuesday.*

MONITOR

Check that pupils' timetables include the activities they complete during a typical school day, from beginning to end. Have partners read their timetables aloud: one partner can read the time and the other can name the activity.

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

Application and Practice Activity

- **21st Self-Direction** Have pupils talk about how they might use a timetable like the one they created. Point out that they might use timetables to plan their free time or to suggest changes in the school day. Ask: *Why do people keep timetables? What problems might a timetable help you solve?*

OBJECTIVES

To read about a typical day at a school in China

To compare school timetables

Content Words

daily, free time, period, study period, timetable, typical

21st Century Skills

Self-Direction

Materials

Television timetables from newspapers or other sources

Audio track 1:13

Interactive activity (eText)

Digital activities: MyEnglishLab

AB

Page 8

Answers on page T152

TEACHING TIP

Understanding Visual Data

Allow pupils to practise reading data from their charts. Say: *Charts give a lot of information in a small space. Take time to read a chart carefully. Begin by reading any headings or labels. Suggest that pupils write true/false statements about the data and challenge classmates to evaluate them.*

OBJECTIVES

To read about a school in Finland

To connect a text to personal experience

Content Words

break, curriculum, objective, pace, task, workshop

21st Century Skills

Health Literacy
Critical Thinking

Materials

Audio track 1:14
World map or globe
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 9

Answers on page T152

TEACHING TIP

National Adjectives

Write *Finland* and *Finnish* on the board. Say: *Finland is the name of a country. Finnish is an adjective. Finnish is the way we refer to schools in Finland.* Have pupils say the adjective for each of these countries: *Poland* (Polish), *Spain* (Spanish), *France* (French), *Japan* (Japanese), *India* (Indian), *Afghanistan* (Afghan), *Argentina* (Argentinian), *Holland* (Dutch), *China* (Chinese), *Brazil* (Brazilian), *Indonesia* (Indonesian), *Russia* (Russian), *Greece* (Greek).

Warm-Up

- Remind pupils that they created a timetable that shows their typical school day on page 8. Invite them to create new timetables that show a 'dream' school day. Ask: *What would you like a typical day to be like?* Allow pupils to share their 'dream' timetables and talk about similarities and differences.

Using Page 9

14 Listen and read. How do pupils at this school learn new things?

- INVOLVE** Explain the lesson objective – pupils will read and talk about a school in Finland. Have a volunteer point to Finland on a world map or globe.
- Write these vocabulary items on the board: *break, curriculum, objective, pace, task, workshop*. Have pupils listen for and locate these words in the article. Play audio track 1:14 and have pupils listen and read. Pause after each paragraph and have pupils summarise the content, using their own words.
- MONITOR** Ask questions to check for comprehension: *When does a school day in Finland begin and end?* (It begins at 7:45 a.m. It ends by 2:00 p.m.) *What does it mean if you 'work at your own pace'?* (You work at a rate of time that is comfortable for you; it's not too fast or too slow.) *How do pupils at this school learn new things?* (They work together to gather information. They ask their teacher for help whenever they need to.)
- ASSIST** Replay the audio as needed. Answer any questions about vocabulary or grammar structures.

- 21st Health Literacy** Remind pupils that health includes physical, mental and emotional health. Ask: *How do school activities in Finland keep pupils healthy?* (Elicit answers, such as: Lunch provides good nutrition./The school day includes few activities that are stressful.)

- CHALLENGE** Ask pupils to write a sentence using each vocabulary item. Then ask pupils to read their sentences aloud, leaving out each vocabulary item for others to guess.

15 Read 14 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 b, 2 c, 3 a)

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

21st Critical Thinking

- Tell pupils that they will compare their school with Finnish schools.
- Read the questions aloud. Have pupils work in pairs to ask and answer questions.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

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

Application and Practice Activity

- Assign pupil groups a subject, such as Maths, History or Science. Then have them create a dialogue showing pupils studying that subject. Say: *Your dialogue should take place in Finland or here. If you choose Finland, use details from the article to show how pupils there learn.* Allow pupils to share their dialogues and encourage classmates to guess where each one takes place.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

1:14

14

Listen and read. How do pupils at this school learn new things?

A Day at a School in Finland

“Moi, Sofia!” “Terve, Aleks!” That’s “hi” and “hello” in Finland. And that’s how pupils and teachers greet each other at this Finnish school. Pupils call their teachers by their first names. Anna Hansson has gone to this school since Year 1 so she knows everybody. Anna shouts “Moi” to her fellow pupils as she arrives at 7:45 in the morning.

At her school, Anna and her classmates decide, along with their teacher, what their weekly objectives, tasks and activities will be. Pupils work at their own pace. They don’t always study together. Some may be in their home classroom. Others might be in a workshop where they’re learning by actually doing. Today, Anna’s group is working on a magazine in a magazine workshop.

Anna and her classmates don’t learn by memorising facts. Instead, they work together to gather information. They ask their teacher for help whenever they need to. At times, they even rest on the classroom sofa. The class is active and busy but the teacher is in full control and doesn’t have to tell pupils to behave. Parents are welcome at the school and lend their expertise in workshops and evening classes.

After 90 minutes, pupils have a 30-minute break. Soon, it’s lunchtime! At Anna’s school, pupils get free hot meals every day. Today’s lunch is everybody’s favourite – meatballs and mashed potatoes. It is served with salad, bread and glasses of milk on tables with tablecloths and flowers in vases.

Chores have always been part of the curriculum at Anna’s school. All pupils do chores, which include taking care of plants, collecting rubbish, recycling and composting. Pupils help in the library and in the kitchen.

School is over by 2 in the afternoon. Most parents work so in the afternoon, there are clubs and hobby groups. Pupils can study Japanese, learn to play instruments and do arts and crafts.

15 Read 14 again and match.

- | | |
|----------------------|----------------------------------|
| 1 memorise facts | a research and record details |
| 2 lend expertise | b learn and remember information |
| 3 gather information | c share knowledge and skills |

**THINK
BIG**

How is Anna’s school the same as your school? How is it different?

16 Read the opinion paragraph about homework.

Homework Does Not Make Pupils Learn Better

Does homework make pupils learn better? In my opinion, it does not. In fact, having a lot of homework makes pupils dislike school and become stressed. Pupils who are anxious and don't like school cannot learn well. Pupils who have got hours and hours of homework cannot relax and spend quality time with their families. I believe that school timetables should allow pupils to get most of their schoolwork done at school. In this way, when they get home, they can be free to enjoy time with their family or just relax. In my opinion, a more relaxed pupil will perform better in class. Too much homework prevents this!

17 Look at 16 again. Copy and complete the paragraph outline.

Title rewritten as question: ?
Main opinion: ?
Reason: ?
Suggestion: ?
Conclusion: ?

18 Choose one of these school issues or use one of your own ideas and write about it:

- Do you think memorising facts makes pupils learn better?
- Do you think school uniforms should be required?

- 1 Copy the chart in 17 and complete it with information about your topic.
- 2 Write your own paragraph.
- 3 Share it with the class.

Warm-Up

- **21st Media Literacy** Have pupils review facts and opinions by finding examples of each in a newspaper or magazine. Say: *A fact is known to be true. It can be proven. An opinion is a personal view. It's based on a person's judgment.* Allow pupils to scan sources and share examples of facts and opinions. Point out that news articles mainly contain facts but opinions may be included in 'light news', such as entertainment features. Opinions are also stated and supported in editorials and editorial features.

Using Page 10

INVOLVE

Explain the lesson objective – pupils will read an opinion paragraph about homework. Then they will write their own opinion paragraph about homework or another school issue. Say: *An issue is a subject for discussion. People have often got different opinions about important issues.*

16 Read the opinion paragraph about homework.

- Read the directions aloud. Then have volunteers read the paragraph aloud.

MONITOR

Check for understanding. Ask: *What's the writer's opinion about homework?* (A lot of it creates stress. It doesn't help make pupils better learners.) *When does the writer think pupils should do most of their schoolwork?* (when they're at school)

ASSIST

Use simple language to explain unfamiliar words and point out antonyms. Say: *Stressed and relaxed are opposites. If you're stressed out, you feel a lot of pressure. If you're relaxed, you feel calm.*

17 Look at 16 again. Copy and complete the paragraph outline.

- Read the directions aloud. Say: *The topic of a paragraph can be stated as a question. The paragraph then gives the writer's answer.* Then have pupils work independently or in pairs to complete the activity in their notebooks.

MONITOR

Review answers as a class. (Possible answers: Title rewritten as question: *Does homework make pupils learn better?* Main opinion: *No, homework doesn't make pupils learn better or do better in school.* Reason: *Homework creates stress and stress makes pupils dislike school and perform poorly.* Suggestion: *Pupils should be able to get most of their work done at school.* Conclusion: *Limiting homework will create happier pupils who do better at school.*)

18 Choose one of these school issues or use one of your own ideas and write about it:

- Do you think memorising facts helps pupils learn better?
- Do you think school uniforms should be required?
- Read the directions, issues and steps aloud. Then have pupils work independently to plan and write an opinion paragraph.

MONITOR

Check that pupils complete their outlines before they begin to draft paragraphs. Invite volunteers to read their paragraphs aloud. Check for correct grammar and punctuation. Ask pupils to say how well the paragraph develops each topic in the outline.

ASSIST

Have pupils use the school facts on page 2 to help them think of issues for their opinion paragraphs. Say: *You might get ideas by thinking about schools in other countries, such as China or Finland.*

- Assign Activity Book page 10 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils revise their opinion paragraphs based on class feedback. Then encourage them to submit their work to school, local or online publications.

OBJECTIVES

To write an opinion paragraph about a school issue

21st Century Skills

Communication
Media Literacy

Materials

Magazines, newspapers
Digital activities:
MyEnglishLab

AB

Page 10

Answers on page T152

TEACHING TIP

21st Communication

Remind pupils that the goal of an opinion paragraph is often to persuade readers. Have pupils review advertisements and editorials to find examples of persuasive language. Discuss persuasive techniques, such as using expert testimonials and appealing to emotions.

OBJECTIVES

To learn about the importance of managing time wisely

To make a graph showing how they spend time in a typical school week

21st Century Skills

Technology Literacy
Critical Thinking

Materials

Calculators
Digital activities:
MyEnglishLab

Warm-Up

- Ask pupils to talk in small groups about how much time they spend doing things like talking on the phone, listening to music, tidying their rooms and exercising. Go around the room and take notes about how they are quantifying their time. Pupils are probably using general approximations like these: *I talk on the phone all night. I listen to music whenever I can. I hardly ever tidy my room! I exercise as much as I can every day.* As a class, talk about words and phrases pupils used and then tell pupils that they will get more specific and show how they generally spend their time over the course of a week.

Using Page 11

- 19** How do you spend your time? Copy the list of activities and add two more. Tick (✓) the ones you have to do each week and write the number of hours.

INVOLVE Explain the lesson objective – pupils will share ideas about how they manage their time. Then they will create graphs showing how they spend time during a typical week.

- Read the directions aloud. Say: *To estimate how many hours you sleep each week, first estimate how many hours you sleep in one night. Then multiply your estimate by seven.* Have pupils complete the activity independently.

MONITOR Make sure that pupils check each activity they do during most weeks and then provide reasonable estimates for how many hours they spend doing each activity.

ASSIST Provide pupils with vocabulary to discuss other activities. Suggest activities, such as *read for pleasure, take care of pets, help others* and *cook*.

- **21st Critical Thinking** Ask: *Why is it useful to look at how you spend a typical week instead of a typical day?* (Pupils should point out that there are some activities they don't do every day; looking at a typical week gives a better idea of how they spend time all days of the week, including weekdays and weekends.)

THINK BIG

- Have volunteers read the questions and restate them in their own words. Then have pupils work in pairs to talk about how they manage their time.

MONITOR Check that pupils talk about how wisely they use their time and the importance of what they do each week.

- 20** Make a graph about how you spend your time in a typical school week. Share it with the class.

- Read the directions aloud. Review the parts of a bar graph: the title, labels and bars. Answer any questions pupils have got about the data shown on the sample graph. Then ask them to complete their graphs independently.
- Have pupils share their graphs with the class. Challenge pupils to generalise about their activities. Write this model on the board: *This year, I've spent a lot of time exercising because I'm on the athletics team.*

Application and Practice Activity

- Display all of the graphs. Help pupils generalise to decide which graph best reflects how most of the class spends time during a week.



advanced Have pupils collect data from the individual graphs and create a bar graph showing the class averages. Say: *To find the average amount of time we sleep each week, add the estimates and then divide by the number of pupils.*

TEACHING TIP

21st Technology Literacy

Ask: *Did you use a calculator to estimate how many hours you did any activities during a typical week? Why or why not?* (Answers will vary. Some pupils will find maths easy to do using mental maths; others will prefer to use calculators.)

19

How do you spend your time? Copy the list of activities and add two more. Tick (✓) the ones you have to do each week and write the number of hours.

Activity	Approximate hours per week
? attend lessons	?
? travel to and from school	?
? eat	?
? sleep	?
? study or do homework	?
? play sports or exercise	?
? participate in school clubs	?
? do chores	?
? watch TV	?
? chat with friends online or by phone	?
??	?
??	?

THINK BIG

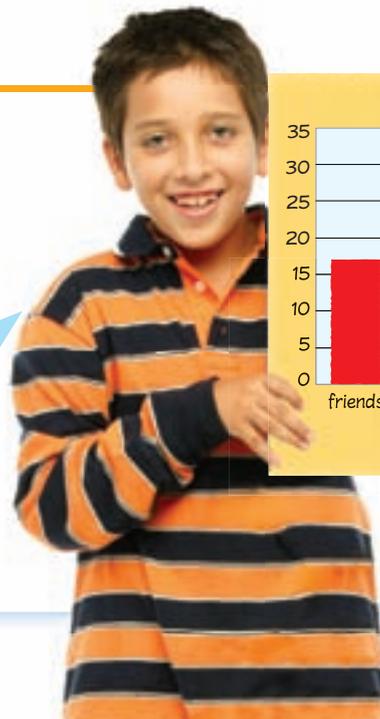
Do you think you manage your time wisely? Do you always have enough time to study, to take care of your health, to sleep and to relax? Are the activities you spend the most time doing important? Why/Why not?

PROJECT

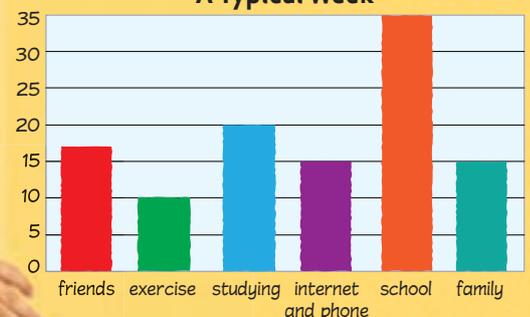
20

Make a graph about how you spend your time in a typical school week. Share it with the class.

My graph shows that in a typical week, I spend most of my time at school or studying. But I also spend time with my friends, my family and on the phone and the internet. That's important! I don't spend enough time exercising. I'm going to work on managing my time better!



A Typical Week



Listening and Speaking

1:15



Listen, read and repeat.

1 spr 2 str 3 scr

1:16



Listen and blend the sounds.

1 spr-i-ng	spring	2 str-ee-t	street
3 scr-ee-n	screen	4 spr-i-n-t	sprint
5 str-o-ng	strong	6 scr-ew	screw

1:17



Listen and chant.

I'm fast, I'm strong,
I can sprint all day long.
In the spring, in the street,
Greeting people that I meet!



24

Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

complete your research project do your homework join any after-school clubs
organise your backpack write your book review

Have you done your homework yet?

No, I haven't. I lost my book on my way home!

No, I haven't. I started to do it but my dog ran off with it and ate it!



No, I haven't. I had to train his dog not to eat homework so I ran out of time!

Warm-Up

- Invite two pupils to the front of the classroom and have them stand back-to-back so that they can't see each other. Pupil A gives Pupil B instructions for completing a simple activity, such as packing a book bag neatly, putting on a coat or folding a shirt. Pupil B slowly follows the instructions after first listening to all of them. To check Pupil B's progress, Pupil A asks questions that begin with 'Have you.' Model: *Have you put the books on the table yet? Have you put the books in order from largest to smallest already?* Repeat with other volunteers.

Using Page 12

21 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *spr*, *str* and *scr* individually and as part of words. Then they will review talking about excuses.

- 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.

22 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.

MONITOR

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

ASSIST

Replay the audio as needed.

23 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.

24 Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

- Ask volunteers to read the directions and the speech bubbles aloud. Have pupils complete the activity in small groups.

MONITOR

Listen to pupils' questions and answers to make sure they're using the target vocabulary and grammar correctly.

ASSIST

Provide pupils with the past participle of the verbs they will use to ask questions about the chart activities: *done*, *written*, *organised*, *joined*, *completed*. Write this sentence frame on the board: *Have you ... yet?*

Application and Practice Activity

- Invite pupils to create cartoons or comic strips that use bad excuses as punch lines. Say: *The punch line is the part of a joke that makes it funny.*

OBJECTIVES

To identify and say the letters and sounds *spr*, *str* and *scr* individually and as part of words

To talk about school activities and homework

To make excuses for what they have and haven't done yet

21st Century Skills

Leadership

Materials

Audio tracks 1:15–17

Digital activities:
MyEnglishLab

TEACHING TIP

21st Leadership

Allow pupils to take turns leading class discussions. Remind leaders that they should make sure that the class stays focused on the topic. Leaders can also ask questions and involve volunteers to be sure everyone participates.

OUTCOMES

Pupils can talk about school activities and homework.

Pupils can say what they have and haven't done.

21st Century Skills

Self-Direction

Materials

Index cards

Audio track 1:18

Audioscript, page T139

Game (eText)

Digital activities:
MyEnglishLab



Page 11

Answers on page T152

TEACHING TIP

21st Self-Direction

Invite pupils to share their own strategies for revising. Ask: *What might you do to prepare for a quiz about Unit 1?* Write a list of ideas on the board and encourage pupils to discuss which strategies would work for them and say why.

Warm-Up

- Have pupils play *Charades* to review Unit 1 vocabulary. Write phrases on index cards and have players take turns drawing a card and miming as many phrases as they can in one minute, scoring one point for each phrase correctly guessed by teammates.

Using Page 13

- 25 1:18 Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick (✓) or a cross (X) next to the activities.

INVOLVE

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

- Read the directions aloud. Say: *You'll hear a conversation between two pupils sharing their ideas.* Play audio track 1:18. Then have pupils complete the activity independently.

MONITOR

To review answers, name an activity and have pupils explain how they completed the chart for that activity. (*Answers: take the test – Lucas, X; Nina, ✓; hand in the research – Lucas, X; Nina, ✓; go to an art club meeting – Lucas, ✓; Nina, X; start the essay – Lucas, ✓; Nina, X*)

ASSIST

Suggest that pupils create timelines for Nina and Lucas. Place 'now' in the centre, with what they've done to the left and what they haven't done yet to the right.

- 26 1:19 Listen again. Make sentences about 25. Follow the example.

- Read the directions aloud. Read Item 1 aloud and model: *I want to write sentences about whether or not Nina and Lucas have taken the test.* Play the first three lines on audio track 1:18. Say: *Lucas hasn't taken the test yet. Nina has already taken the test. She took it on Tuesday.*
- Have pupils complete the activity independently.

MONITOR

Check answers with the class. (*Possible answers: 2 Lucas hasn't handed in his research yet. Nina has already handed in the research. She handed it in yesterday.* 3 *Nina hasn't gone to any of the art club meetings yet. Lucas has already gone to one art club meeting. He went two weeks ago.* 4 *Nina hasn't started the essay yet. Lucas has already started the essay. He started it last night.*)

ASSIST

Remind pupils to use the past simple when a sentence names a specific time in the past. Write the verb forms pupils will need to write sentences: *take/took/taken, hand in/handed in/handed in, go/went/gone, start/started/started.*

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should 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

- Invite pupils to role play the dialogue in Activity 25 or to create a new conversation between Nina and Lucas two days later. Allow them time to practise and share their dialogues.
- Have pupils play Unit 1, Game 2 on the eText.

1:18

25

Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick (✓) or a cross (✗) next to the activities.



	Lucas	Nina
take the test		
hand in the research		
go to an art club meeting		
start the essay		

1:19

26

Listen again. Make sentences about 25. Follow the example.

1 take the test

Lucas hasn't taken the test yet.

Nina has already taken the test. She took it on Tuesday.

2 hand in the research

?

3 go to an art club meeting

?

4 start the essay

?

I Can

- talk about school activities and homework.

- say what I have and haven't done.

unit 3

DILEMMAS

Objectives

Vocabulary

- To talk about dilemmas and consequences

Reading

- To identify main ideas in a story ('Marissa Mobley's Dilemma')
- To make inferences about a story

Grammar

- To use conditional sentences

Content Connection

- Social Science:** To learn about ethics

Culture Connection

- Around the World:** To understand and compare proverbs

Writing

- To write an ending to a narrative

Life Skills

- To learn about the importance of doing the right thing

Project

- To create pages for a class handbook about making the right choices

Listening and Speaking

- To identify and say the letters and sounds *nch*, *nth* and *mpt* individually and as part of words; to talk about consequences and doing the right thing

Think Big

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

Key Vocabulary

Dilemmas	Results and Consequences	Expressions		Content Words	
apologise borrow cheat confess lend lie	feel good about feel guilty get into trouble get upset with	answer key be mean to bothering me calling me names catch the bus	finders, keepers Look. see it in your face wait and see What's going on?	blame character deceive ethical behaviour ethics pass on	proverb qualities regret sayings traits treat

Materials

Pupil's Book, Unit 3

- Main unit, pages 26–37
- Checkpoint Units 1–3, pages 38–41
- Cutouts for Checkpoint Units 1–3, Activity Book, page 121
- Class Audio CD, Tracks 1:32–45

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're learning about difficult choices. Encourage pupils to talk with family members about difficult choices they've made, as well as the consequences (results) of those choices. Remind pupils that they should always ask family members if they want their stories shared with the class or not. Explain that learning about real choices people make is still helpful even if pupils can't share them.

The Right Choice Bulletin Board

Create a bulletin-board display titled *The Right Choice*. Post one or two scenarios along with possible choices. Model: *You find a brand new mp3 player on the floor in a shopping centre. You can keep it. You can take it to Lost and Found.* Place a pin next to each choice and have each pupil hang a paper-clip from the pin for his or her choice. Paper-clip chains will be longer for more popular choices, providing a visual pictograph of pupils' opinions. Add new scenarios to the board throughout the unit.

Checkpoint Activities | Units 1–3

Pupil's Book, pages 38–41, AB121

Guide pupils in discussions (spontaneous class, group or pair) that enable them to put the vocabulary and structures they've 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. First, pupils use background knowledge and creativity to identify and categorise information. Pupils then use critical thinking to select a song about themes presented in Units 1–3. Then they complete a chart to synthesise information about the song. After analysing the information, pupils draw pictures to illustrate the song and rewrite the song in the form of a story. Finally, pupils can collaborate and share their work in groups or pairs.

unit 3 **DILEMMAS**

1 Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.

Your older sister is supposed to be home by 10:00 p.m. One night, you see your sister leave at 9:00. At 10:00, your sister still isn't home. You're worried about her but if you tell your parents, your sister will get into trouble. And she might be just a few minutes late. But something might be wrong!

Answer 1: You should tell your parents right away.
Answer 2: You should wait an hour before you tell them. Everything is probably OK.

Two classmates have found the answer key to a Maths test near the photocopier. You see them pick it up and hear them talking about it. They tell you that they'll show you the answers if you don't tell anyone. You're not doing well in Maths. You really need to pass this test. If you look at the answers and cheat in the test, you'll feel guilty and dishonest but you'll pass. If you tell the teacher about the answer key, the boys will be angry and you probably won't pass.

Answer 1: You should talk to the boys and tell them to put the answer key back or you'll tell the teacher.
Answer 2: You should look at the answer key and not tell the teacher.
Answer 3: You should just tell the boys you're not interested and walk away.

2 You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.

Dilemma #1
 Emily: If I keep the wallet, I'll feel guilty.

Dilemma #2
 Angela: If I tell my friend I lost her necklace, she'll be upset with me.

Dilemma #3
 Al: If I confess I broke the lamp, I'll get into trouble.

3 What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

- Emily, I think you should ?.
- Angela, I think you should ?.
- Al, I think you should ?.

4 Work with a partner. Talk about the dilemmas. Use the expressions in the box or your own ideas.

What will happen if Emily returns the wallet?
 If she returns the wallet, she will feel good! And the man will, too!

be upset with (him/her)
 feel good
 feel guilty
 get into trouble

THINK BIG How do you cope with dilemmas? Who do you discuss them with? Why?

26 Unit 3 Unit 3 27

Warm-Up

- Help pupils recall activities they did to show how well they manage their time from Unit 1. Suggest some habits (that pupils probably noticed when looking closer at how they spend their time), which might cause them to have to make difficult choices. For example, say: *Tim doesn't get enough sleep. He also doesn't spend enough time studying. He has an exam that he put off studying for until the night before. It's already late. What should he do? If he stays up even later, he'll be very tired and not do well on the exam. If he doesn't study, he won't know the material and may do even worse.* Encourage pupils to discuss the choices and solutions in small groups. Then have groups come up with a few more tough choices to discuss. For ideas, remind them to think about how they spend their time.

Using Page 26

- 1** **1:32** Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.

INVOLVE | Explain the lesson objective – pupils will read and talk about difficult choices.

- Read the directions aloud. Remind pupils that a dilemma is a problematic situation with a difficult choice. Say: *For each of these dilemmas, you can choose from the possible answers on the page or think of your own solution.* Play audio track 1:32. Pause after each dilemma and have pupils discuss their answers in their groups. Suggest that pupils write down their individual decisions for each dilemma first. Then have them think about whether or not they changed their mind after each group discussion.

MONITOR | Check that each group chooses and defends an answer for each dilemma.

ASSIST | Replay the audio as needed. Use simple language and the images on the page to explain unfamiliar words. Provide pupils with additional vocabulary as needed for other solutions they have for each dilemma.

Using Page 27

- **21st Social Skills** Ask: *How is defending an opinion different from having an argument?* (Sample answer: Two people can talk calmly and respectfully when they disagree. They don't have to become angry or shout.)

2  **1:33** You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.

- Read the directions aloud. Have pupils preview the pictures. Then play audio track 1:33. Pause after each dilemma and have volunteers read the related comment.

MONITOR

Use questions to check comprehension. Ask: *What does Emily think will happen if she keeps the wallet?* (She'll feel guilty.) *What does Angela think will happen if she tells her friend about the lost necklace?* (Her friend will be upset with her.) *What does Al think will happen if he confesses he broke the lamp?* (He'll get into trouble).

ASSIST

Replay the audio as needed. Pause after each item. Have pupils use their own words to summarise each dilemma.

3  **1:34** What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

- Read the directions aloud. Say: *You'll write down your opinion and then listen to what someone else thinks. Remember that people don't always agree about what's the right thing to do.* Play audio track 1:34.

MONITOR

Have pupils read their advice aloud. Check that pupils use *should* to tell what they think each person should do. (Sample answers: *Emily: I think you should return the wallet. Angela: I think you should buy a new necklace first and then tell your friend what happened. Al: I think you should tell the truth.*)

4 Work with a partner. Talk about the dilemmas. Use the expressions in the box or your own ideas.

- Read the directions and the expressions in the box aloud. Say: *You and a partner will discuss what will happen if these people take certain actions.* Have volunteers read the speech bubbles to model the activity.

MONITOR

Listen for correct pronunciation, appropriate intonation and correct use of language.

ASSIST

Have pupils complete this sentence frame to form questions about different possibilities: *What will happen if...?*

THINK BIG 21st Communication

- Read the questions aloud and encourage pupils to express themselves as best they can. Write answers on the board. Then ask pupils to write a few sentences about how they cope with dilemmas and who they discuss them with.
- Assign Activity Book pages 22–23 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils retell one of the dilemmas, using illustrations and speech bubbles. Provide models from graphic novels or comic strips. Pupils may wish to collaborate, with one pupil drawing part of the dilemma, the next drawing more details and a third drawing a possible outcome. Allow pupils to share their work with the class by displaying their finished artwork.

OBJECTIVES

To talk about dilemmas and ways to resolve them

Key Vocabulary

Nouns: dilemma, trouble

Verbs: confess, feel, get (into trouble), loan, lose

Adjectives: dishonest, good, guilty, mad, upset

21st Century Skills

Social Skills

Communication

Materials

Graphic novels, comic strips

Audio tracks 1:32–34

Audioscript, page T140

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Pages 22–23

Answers on page T153

DILEMMAS

1:32



Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.

Your older sister is supposed to be home by 10:00 p.m. One night, you see your sister leave at 9:00. At 10:00, your sister still isn't home. You're worried about her but if you tell your parents, your sister will get into trouble. And she might be just a few minutes late. But something might be wrong!

Answer 1: You should tell your parents right away.

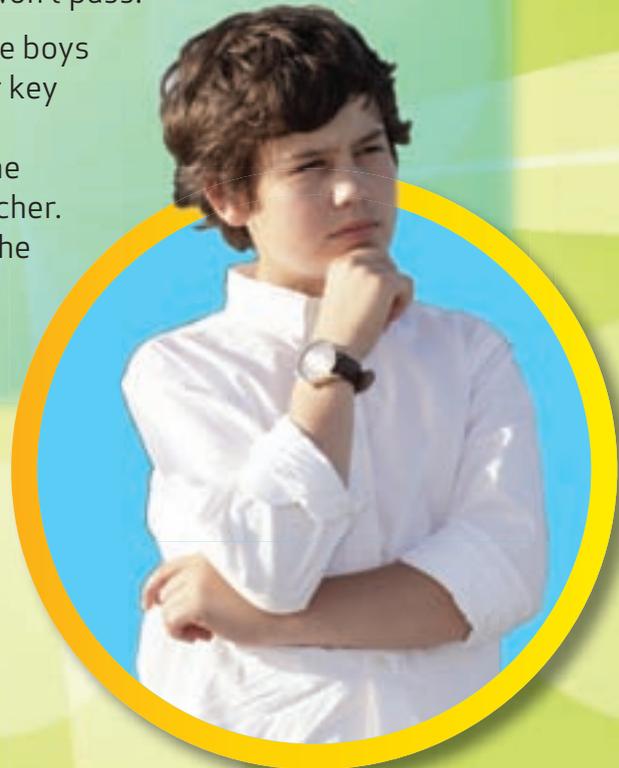
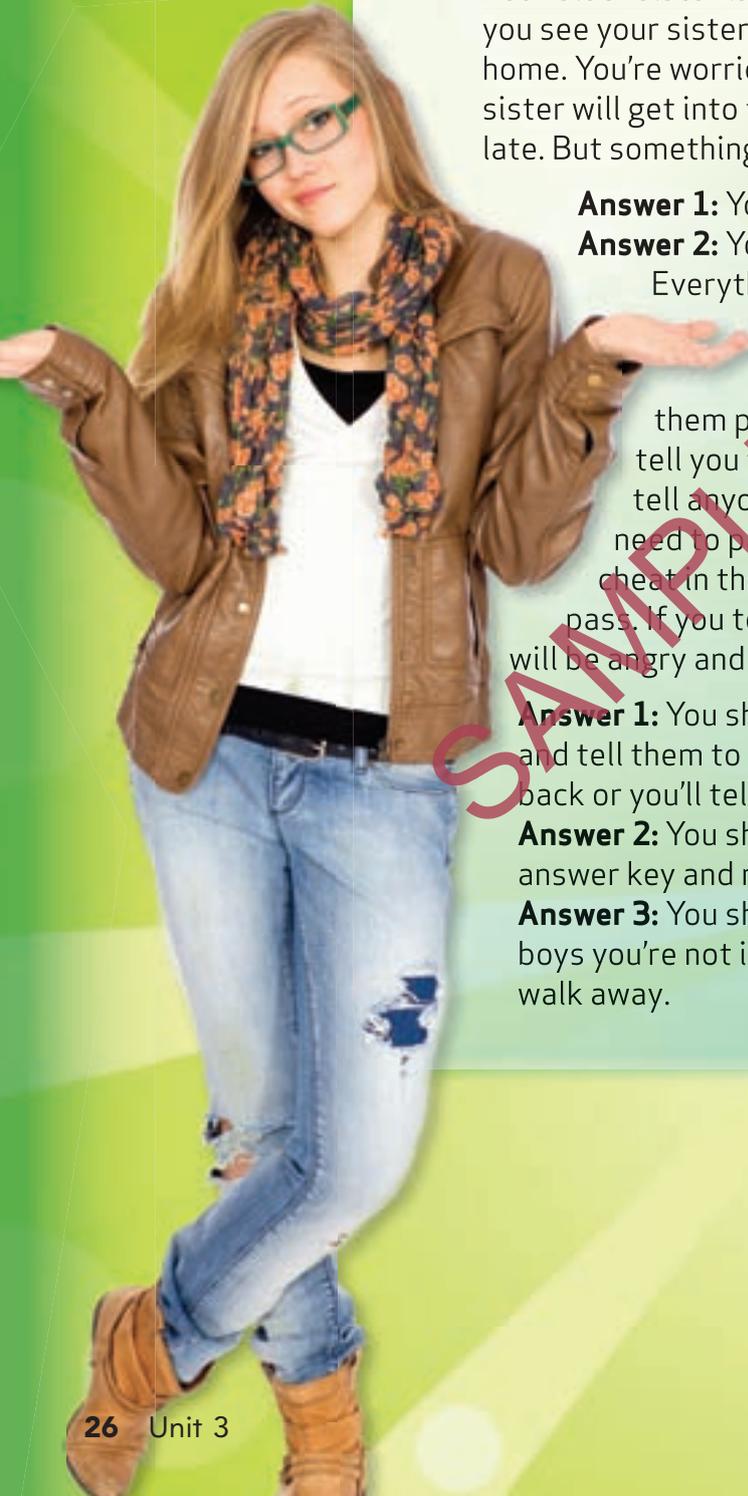
Answer 2: You should wait an hour before you tell them. Everything is probably OK.

Two classmates have found the answer key to a Maths test near the photocopier. You see them pick it up and hear them talking about it. They tell you that they'll show you the answers if you don't tell anyone. You're not doing well in Maths. You really need to pass this test. If you look at the answers and cheat in the test, you'll feel guilty and dishonest but you'll pass. If you tell the teacher about the answer key, the boys will be angry and you probably won't pass.

Answer 1: You should talk to the boys and tell them to put the answer key back or you'll tell the teacher.

Answer 2: You should look at the answer key and not tell the teacher.

Answer 3: You should just tell the boys you're not interested and walk away.





You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.



Dilemma #1



If I keep the wallet, I'll feel guilty.

Emily

Dilemma #2

If I tell my friend I lost her necklace, she'll be upset with me.



Angela



Dilemma #3



Al

If I confess I broke the lamp, I'll get into trouble.



What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

- 1 Emily, I think you should ?.
- 2 Angela, I think you should ?.
- 3 Al, I think you should ?.

Work with a partner. Talk about the dilemmas. Use the expressions in the box or your own ideas.

be upset with (him/her)
feel good
feel guilty
get into trouble



What will happen if Emily returns the wallet?

If she returns the wallet, she'll feel good! And the man will, too!



THINK BIG

How do you cope with dilemmas? Who do you discuss them with? Why?

5 Listen and read. What's Marissa's dilemma?

MARISSA MOBLEY'S DILEMMA

by Milan Norman

Marissa Mobley walked into the kitchen and said, "I'm home." She didn't sound happy. Mrs Mobley looked at Marissa.

"Is something wrong?" she asked. "You don't sound happy."

"Oh, nothing, Mum," Marissa replied. "I've just got a lot of homework."

Mrs Mobley looked worried. "Are you sure you're OK?" she asked again.

"Umm... yeah, Mum. I've just been doing too much at school lately. So I'm tired. That's all," Marissa said as she walked into her room and closed the door.

Marissa's brother, Leo, knocked on Marissa's door. "Hey, what's up?" asked Leo. "Something's wrong. I can see it in your face."

"Well," said Marissa, finally, "can you keep a secret? I've got a problem at school. It's a real dilemma. You know Dan, right?"

"Dan? Yeah, I know him," said Leo. "He's a funny guy."

"Well, I don't think he's so funny. At least not this week," Marissa said. "Listen to this. He asked me to help him cheat in our Maths test on Friday."

"What?" Leo asked.

"I guess Dan's marks in Maths aren't very good this term," said Marissa. "If he doesn't do well in the test, he won't be able to play for the basketball team any more. He sits next to me in Maths and he knows I do well in tests. He wants me to make it easy for him to see my paper during the test."

"Seriously?" said Leo. "That's not good."

"I know," said Marissa, sounding more and more upset. "I've been thinking about it all week and it's bothering me a lot. I'd like to help Dan but helping him cheat really isn't helping him! I just can't do it!"

"Of course you can't!" her brother said. "If a boy asks you to help him cheat in a test, you should tell your teacher!"

"Tell my teacher? If I do that, Dan will get into big trouble," said Marissa.

"But if you help him cheat, you'll be cheating, too," Marissa said Leo.

Marissa sighed. After a minute, she smiled and looked at her brother.

"I know!" she said.

"What are you going to do?" Leo asked.

"Wait and see," Marissa answered. Then she picked up her mobile phone.

READING COMPREHENSION

6 Find one detail in the story that supports these statements.

- 1 Marissa's mum knows Marissa isn't happy.
- 2 Marissa doesn't tell her mum the truth about her problem.
- 3 Marissa trusts her brother Leo.
- 4 Leo doesn't want Marissa to help Dan cheat.
- 5 Marissa doesn't think telling the teacher is a good idea.
- 6 Marissa's got an idea about what to do.

THINK BIG Why do you think Marissa has been having a hard time deciding what to do? What do you think she's going to do next? Why?



28 Unit 3

Unit 3 29

Warm-Up

- **21st Communication** Say: *We learn a lot about what each other is thinking from our body language—especially our facial expressions.* Have pupils play *Charades*, miming simple emotions, such as anger, happiness, fear, worry, sadness and surprise. Suggest that pupils use body language, including facial expressions, to mime how the individuals in the dilemmas on pages 26–27 might have felt. Have others guess. How well did pupils guess?

Using Page 28

5 1:35 Listen and read. What's Marissa's dilemma?

INVOLVE Explain the lesson objective – pupils will read, talk and answer questions about a realistic fiction story. Say: *This unit's story leaves readers wondering what's going to happen. Later in this unit, you'll have the opportunity to decide what happens and write your own ending.*

- Have pupils read the title aloud and preview the pictures. Ask: *What is a dilemma?* (Sample answer: a problematic situation in which someone must make a difficult choice)
- Read the directions aloud. Play audio track 1:35 and have pupils listen and read along.

MONITOR Ask questions to check for understanding. Ask: *How does Marissa feel when she gets home from school?* (She seems worried.) *What does Marissa tell Leo?* (Dan has asked her to help him cheat in a Maths test.) *Does Leo think Marissa should help Dan?* (No, he knows cheating would be wrong.) *What does he think Marissa should do?* (tell her teacher) *What's Marissa's dilemma?* (To help Dan cheat in the Maths test or not.)

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

- **21st Social Skills** Ask pupils to define *cheating in school*. (Sample answer: to use what someone else has done on an assignment or test, usually to gain an advantage) Ask: *Is cheating always wrong?* (Yes, cheating is breaking a rule that everyone knows is a dishonest thing to do.)



Suggest that pupils create a timeline to review story events. Point out that the first event takes place at school when Dan asks Marissa to help him cheat on a Maths test. Check that pupils include these events: *Marissa comes home. Mum notices something seems to be bothering Marissa. Marissa tells Leo about Dan's request. Leo tells Marissa not to do it. Marissa comes up with a plan and picks up her phone.*

CHALLENGE

Say: *We know Dan asked Marissa to let him cheat. What else do you think he said that is making Marissa want to help him and making her feel bad?* (Sample answer: He probably told her that if he doesn't do well in the test, he won't be able to play for the basketball team.) Ask: *Do you think Dan is being fair to his friend Marissa? Why?* (Sample answer: No, he is making it sound like it will be her fault if he can't be in the team. He's appealing to her emotions and knows she's kind and wants to help him. He must know that's wrong and that it's not fair to his friend.)

Using Page 29

6 Find one detail in the story that supports these statements.

- Read the directions aloud. Have volunteers read the statements aloud. Say: *When you read a story, story details give you a lot of information. You can use these details to make inferences about the story characters and events. We'll look for clues that support each inference.*
- Complete the first item with the class. Then have pupils work independently.

MONITOR

Review answers as a class. (Sample answers: 1 *Marissa's mum says "You don't sound happy."*, 2 *When Marissa's mum asks her if there is anything wrong she answers "Oh, nothing, Mum" and then again "I've just been doing too much at school lately. So I'm tired. That's all."*, 3 *Marissa tells her brother "Can you keep a secret? I've got a problem at school."*, 4 *When Leo hears about Dan's idea of cheating in the Maths test he says "That's not good."*, 5 *When Leo suggests that Marissa should talk to her teacher she answers "Tell my teacher? If I do that, Dan will get into big trouble."*, 6 *Marissa sighed not knowing what to do but after a minute she smiled and looked at her brother. "I know!" she said.*)

ASSIST

Help pupils locate the parts of the story where they'll find clues that support each statement. Model: *For Statement 1, I want to find clues about how Mum knows Marissa has got a problem. I reread the scene with Mum and Marissa. I notice that Mum asks Marissa twice, in different words, if she is OK. Replay the audio as needed and review any problems with understanding. Suggest that pupils locate story clues and then restate them in their own words.*

THINK BIG 21st Critical Thinking

- Read the questions aloud. Then have pupils discuss the questions about the story in pairs.
- Encourage pupils to write notes about what they think Marissa will do next and hold onto them for use later in the unit.

MONITOR

- As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.
- Assign Activity Book page 24 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils role play one of the events from the story: Marissa and Dan at school, Marissa and Mum or Marissa and Leo at home. Tell pupils they can use the words from their story or their own words to role play what happened. If possible, allow pupils to record their scenes using phones or video cameras.

OBJECTIVES

- To read unit language in context
- To read for main ideas
- To make inferences
- To relate the text to pupils' own lives

Key Vocabulary

- Nouns:** problem, trouble, truth
Verbs: bother, cheat, help, know, tell, trust, want
Adjectives: happy, upset, worried, wrong

21st Century Skills

- Communication
- Social Skills
- Critical Thinking

Materials

- Phones or video cameras
- Audio track 1:35
- Digital activities: MyEnglishLab



- Page 24
- Answers on page T153

Summary

Marissa comes home from school and both her mother and brother can tell something is wrong. She tells her brother Leo that Dan asked her to help him cheat on a Maths test. Marissa says Dan is a nice guy and she'd like to help him. Leo cautions her against cheating. The story ends with Marissa picking up her mobile phone.

TEACHING TIP

Making Inferences

Remind pupils about how to make inferences and ask them why they think Marissa wants to help Dan. (Sample answers: Dan is popular; Basketball is important at their school; Dan and Marissa are good friends.) Tell them to use details from the story to support their inferences.

1:35

5

Listen and read. What's Marissa's dilemma?

MARISSA MOBLEY'S DILEMMA

by Milan Norman

Marissa Mobley walked into the kitchen and said, "I'm home." She didn't sound happy. Mrs Mobley looked at Marissa.

"Is something wrong?" she asked. "You don't sound happy."

"Oh, nothing, Mum," Marissa replied. "I've just got a lot of homework."

Mrs Mobley looked worried. "Are you sure you're OK?" she asked again.

"Umm... yeah, Mum. I've just been doing too much at school lately. So I'm tired. That's all," Marissa said as she walked into her room and closed the door.

Marissa's brother, Leo, knocked on Marissa's door. "Hey, what's up?" asked Leo. "Something's wrong. I can see it in your face."

"Well," said Marissa, finally, "can you keep a secret? I've got a problem at school. It's a real dilemma. You know Dan, right?"

"Dan? Yeah, I know him," said Leo. "He's a funny guy."

"Well, I don't think he's so funny. At least not this week," Marissa said. "Listen to this. He asked me to help him cheat in our Maths test on Friday."

"What?" Leo asked.



“I guess Dan’s marks in Maths aren’t very good this term,” said Marissa. “If he doesn’t do well in the test, he won’t be able to play for the basketball team any more. He sits next to me in Maths and he knows I do well in tests. He wants me to make it easy for him to see my paper during the test.”

“Seriously?” said Leo. “That’s not good.”

“I know,” said Marissa, sounding more and more upset. “I’ve been thinking about it all week and it’s bothering me a lot. I’d like to help Dan but helping him cheat really isn’t helping him! I just can’t do it!”

“Of course you can’t!” her brother said. “If a boy asks you to help him cheat in a test, you should tell your teacher!”

“Tell my teacher? If I do that, Dan will get into *big* trouble,” said Marissa.

“But if you help him cheat, you’ll be cheating, too, Marissa,” said Leo.

Marissa sighed. After a minute, she smiled and looked at her brother. “I know!” she said.

“What are you going to do?” Leo asked.

“Wait and see,” Marissa answered. Then she picked up her mobile phone.

READING COMPREHENSION

6 Find one detail in the story that supports these statements.

- 1 Marissa’s mum knows Marissa isn’t happy.
- 2 Marissa doesn’t tell her mum the truth about her problem.
- 3 Marissa trusts her brother Leo.
- 4 Leo doesn’t want Marissa to help Dan cheat.
- 5 Marissa doesn’t think telling the teacher is a good idea.
- 6 Marissa’s got an idea about what to do.

**THINK
BIG**

Why do you think Marissa has been having a hard time deciding what to do? What do you think she's going to do next? Why?



1:37
7

Listen and read. What should Chris do?

Ashley: This is fun! Can we play *Lost World 3* next?

Chris: Uh, no. We can't. The disc is broken.

Ashley: Broken? How'd that happen?

Chris: I was running to catch the bus and I dropped it. Before I could pick it up, someone stepped on it.

Ashley: Oh, no. Did you tell Sam? He's going to be upset.

Chris: No, I haven't told him yet. I was hoping he would forget that I borrowed it from him.

Ashley: But you've got to tell him! He won't be upset if you replace it. You can buy him a new disc with your pocket money.

Chris: You're right. I'll buy him a new one and tell him what happened.

8

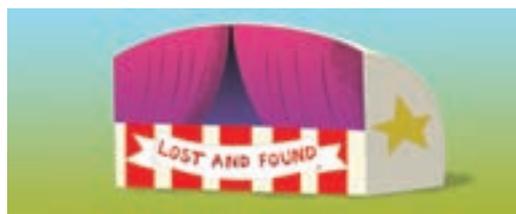
Practise the dialogue in 7 with a partner.

1:38
9

Listen and complete the sentences.



1 If she tells the truth, ?.



2 If she keeps it, ?.



3 If he goes to the concert, ?.



4 If he doesn't tell his mum what's wrong, ?.

Warm-Up

- Have pupils preview the pictures in Activity 9. Ask them to describe what they see in each picture. Challenge volunteers to make up stories for each one.

Using Page 30

7 Listen and read. What should Chris do?

INVOLVE

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

- Tell pupils they'll listen to two friends – Ashley and Chris – talking about a dilemma.
- Read the directions aloud. Then play audio track 1:37 and have pupils listen and read along.

MONITOR

Ask questions to check understanding. Encourage pupils to answer in complete sentences. Ask: *What is Lost World 3?* (It's a video game.) *How did Chris get the game?* (He borrowed it from Sam.) *Why can't Chris and Ashley play the game?* (It's broken. Chris dropped the disc when he was running to catch the bus.) *What does Ashley think Chris should do?* (She thinks Chris should tell Sam what happened.) Ask pupils if they agree with Ashley and why.



Say: *What happened to the disc was an accident. What does that mean?* (Chris didn't mean to break the disc.) *What's the opposite of accidental?* (on purpose) Have pupils make up stories in which Chris breaks the game on purpose. (Model: *He's playing the game and gets a very bad score. He's so angry that he throws the disc at the wall.*)

8 Practise the dialogue in 7 with a partner.

- Read the directions. 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 complete the sentences.

- Read the directions aloud. Have pupils look at each picture and describe it. Then have volunteers read the sentences aloud. Play audio track 1:38. Complete the first item as a class and then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Sample answers: *1 If she tells the truth, she'll feel better., 2 If she keeps it, she'll feel guilty every time she wears it., 3 If he goes to the concert, he'll worry about his brother., 4 If he doesn't tell his mum, she won't be able to help him.*)

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

Application and Practice Activity

- Have pupils compare the stories they made up during the Warm-Up activity with the stories on the audio. Which one was closest to the recorded version?

OBJECTIVES

To talk about dilemmas

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: accident, concert, pocket money, truth

Verbs: borrow, break, buy, drop, feel, go, keep, run, tell, think

Adjectives: broken, guilty

21st Century Skills

Technology Literacy

Materials

Audio tracks 1:37–38

Audioscript, page T141

Digital activities:
MyEnglishLab

AB

Page 25

Answers on page T153

TEACHING TIP

21st Technology Literacy

Point out that Chris in Activity 7 broke a disc because he was careless with it. Ask: *What could Chris do to keep the game safe?* Have pupils share suggestions for ways to take care of tech products such as video games, computers and music players.

OBJECTIVES

To use conditional sentences

To use *should* and *shouldn't* for advice

Key Vocabulary

Nouns: adult, CD, desk, diary, changing room, maths, [older] brother, parents, rack, science

Verbs: be [in trouble], change [the subject], do, go, help, lie, loan, read, return, say, tell, want

21st Century Skills

Think Creatively

Materials

Index cards (two colours, optional)

Interactive activity / Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 26–27

Answers on page T153

TEACHING TIP

21st Think Creatively

Challenge pupils to think of stories behind what they read in the sentences for Activity 10.

Model: *For Item 1, the story is about an older brother who asks his younger brother to lie for him. The older brother might have scratched the family car during a driving lesson. The younger brother knows what happened but the parents don't.*

Warm-Up

- Play *Word Builder* (see *Game Bank*, page T136, for details) to review contractions. Have pupils write these words on index cards: *I, you, he, she, it, we, they, are, will, can, do, have*. Shuffle the cards and place them in one stack. Then write these words on cards: *not, have, will*. Use a second colour card if available. Players take turns drawing one card from each deck. If they can make a contraction, they say the word and score one point. Return used cards to the decks. Models: *are + not = aren't; I + will = I'll; you + not = no contraction*.

Using Page 31

10 Complete the sentences. What will they do?

INVOLVE | Explain the lesson objective – pupils will use conditional sentences.

- Have volunteers read the tip and sentences in the first grammar box aloud. Say: *A conditional sentence includes the word if. It is often the first word in the sentence.*
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR | Review the answers as a class. (*Answers: 1 I won't do, 2 I'll change, 3 I'll help, 4 she'll be, 5 I won't read*)

ASSIST | Point out that *if* does not begin the sentence in Item 5. Ask: *How can you change the word order so this sentence begins with if?* (If I see my sister's diary on her desk, I won't read it.) Point out that changing the word order does not change the meaning of the sentence.

11 Which is the best advice? Make sentences with *should* or *shouldn't*.

- Have volunteers read the sentences in the second grammar box aloud. Say: *Notice that you use should or shouldn't to give advice in a conditional sentence.*
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR | For each item, poll pupils to see how many chose each answer. Then invite volunteers to read their sentences aloud. Check for correct use of grammar and vocabulary. (*Sample answers: 1 b; If you see someone being bullied, you should tell an adult.; 2 b; If you tear an expensive shirt in the fitting room, you should tell a store employee what happened.; 3 a; If your brother is going to watch a film that he's not allowed to see, you should tell your parents about it.; 4 b; If your sister is studying and you want to listen to music, you should use headphones.; 5 b; If your friend asks you to let him copy your English homework, you should offer to help him do his homework.*)

ASSIST | Explain vocabulary as needed. Say: *When you want to give advice, try saying what someone should do.*



Provide pupils with the first part of each sentence to be completed.

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

Application and Practice Activity

- Have partners collaborate to write conditional sentences. One partner begins a sentence with *if*, describing a situation. The other partner completes the sentence by describing what will happen or what the person should or shouldn't do.
- Have pupils play Unit 3, Game 1 on the eText.

If he **pays attention** in class, he'll **understand** the lesson.

If they **don't study** for the Maths test, they **won't get** a good mark.

If you **tell** me the truth, I'll **help** you.

Tip: Use a conditional sentence to express true or factual ideas in the present or future.

10 Complete the sentences. What will they do?

- 1 If my older brother wants me to lie for him, (I / not do) ? it.
- 2 If Sarah says bad things about Michelle, (I / change) ? the subject.
- 3 If you help me with my book review, (I / help) ? you with your project.
- 4 If you tell Mum we lent Anna her CD, (she / be) ? upset.
- 5 (I / not read) ? my sister's diary if I see it on her desk.

You **should tell** your parents **if** you've got a problem at school.

If you don't want to get into trouble, you **shouldn't lie**.

11 Which is the best advice? Make sentences with **should** or **shouldn't**.

- 1 You see someone being bullied.
 - a Just walk away.
 - b Tell an adult.
- 2 You tear an expensive shirt in the changing room in a shop.
 - a Quietly return it to the rack.
 - b Tell a shop assistant what happened.
- 3 Your brother's going to watch a film that he's not allowed to see.
 - a Tell your parents about it.
 - b Don't say anything to your parents.
- 4 Your sister's studying and you want to listen to music.
 - a Tell her to go to a friend's house.
 - b Use headphones.
- 5 Your friend asks you to let him copy your English homework.
 - a Tell your teacher.
 - b Offer to help him do his homework.



1:40

12 Listen and read. What does 'ethics' mean?

CONTENT WORDS

character ethical behaviour ethics qualities traits treat

Ethics

The saying 'Treat others the way you'd want them to treat you' is not hard to understand. It means that you should behave towards others the way you'd want them to behave towards you. It sounds simple but is not always simple to do. If everyone did this, the world would be a much better place.

This unit is about ethics and ethical behaviour. Do you know what 'ethics' means? Of course you do. You make choices based on ethics all the time. Ethics tells you what's right or wrong, fair or unfair, acceptable or unacceptable. Choosing to do the right thing is ethical behaviour.

The word *ethics* comes from the Greek word *ethos*, which means 'character'. Our character – all of our traits and qualities taken together – is what leads us to do what we do – right or wrong. What kind of 'character' have you got? Are you respectful of your classmates? That's a question of ethics. Would you cheat in a test to make sure you pass? That's a question of ethics. Would you tell a 'harmless' lie in order to avoid hurting someone's feelings? That's also a question of ethics. Would you lie to someone to get out of trouble? That's a question of ethics, too.



Tips for Deciding What's Right

If you're not sure about what to do, ask yourself these questions:

- 1 If I do it, will I feel bad afterwards?
 - 2 Could doing it cause anybody harm?
 - 3 How would I judge someone else who did the same thing?
 - 4 What would my mum or dad say about it?
- And most importantly...
- 5 What's my gut feeling about it?

13 Read 12 again and say **true** or **false**.

- 1 Treating others the way you'd want them to treat you is very easy to do.
- 2 If you choose to do the wrong thing, then you're an 'ethical' person.
- 3 Trusting your gut feelings will help you decide what's right.

Warm-Up

- Write on the board: *He/She did the WRONG thing.* Invite pupils to share situations in which story characters or people they know did *not* do the right thing. Have them say what the person did and why they think it was wrong. Model: *My neighbour borrowed my bicycle. When she returned it, the tyre was flat and the bicycle had a big scratch. She left it without saying anything. She should have told me what happened.*

Using Page 32

12 Listen and read. What does 'ethics' mean?

INVOLVE | Explain the lesson objective – pupils will read and talk about ethics.

- Preview the article by having pupils read the Content Words aloud. Ask pupils to share their understanding of these words.
- Play audio track 1:40 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *What does 'ethics' mean?* (Ethics is knowing right and wrong and doing what is right.) *What are some examples of ethical behaviour?* (being respectful to others, not cheating, being honest)

ASSIST

Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to come up with a definition.



Have pupils make a 'happy face' or 'sad face' for whether or not an action is ethical. Model: *Cheating in a test.* (sad face); *Helping a friend by reading her essay and giving advice.* (happy face); *Helping a friend by writing her essay for her.* (sad face)

- **21st Leadership** Ask: *How can a good leader help people make ethical choices?* (Sample answers: A leader can set a good example. A leader can make it clear what actions are right or wrong.)



Explain that not everyone agrees on every ethical question. Say: *Some people believe that a harmless lie can be ethical if it makes someone feel better. Others believe that it's always wrong to lie.* Ask pupils to name other ethical behaviours that people might disagree about.

13 Read 12 again and say true or false.

- Have pupils read the text silently and then answer the questions independently.

MONITOR

Check answers as a class. (Answers: 1 false, 2 false, 3 true)

CHALLENGE

Have pupils make false statements about the article for their partners to correct.

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

Application and Practice Activity

- Invite pupils to look through newspapers and magazines for situations that call for right or wrong decisions. Have pupils discuss. What would they do?

OBJECTIVES

To read about ethics

To learn about how to make better ethical choices

To read and understand a social science text

Content Words

character, ethical behaviour, ethics, qualities, traits, treat

21st Century Skills

Leadership

Materials

Newspapers and magazines
Audio tracks 1:40–41
Interactive activity (eText)
Digital activities: MyEnglishLab

AB

Page 28

Answers on page T153

TEACHING TIP

Recognising Cognates

Remind pupils that different languages often have similar words. For example, the Italian word for ethics is *etica*. Explain that recognising cognates can help pupils understand vocabulary.

OBJECTIVES

To read and talk about proverbs from around the world

To connect a text to personal experiences

Content Words

blame, deceive, pass on, proverb, regret, sayings

21st Century Skills

Technology Literacy
Global Awareness

Materials

World map or globe
Audio track 1:42
Video (eText)
Digital activities:
MyEnglishLab



Page 29

Answers on page T153

TEACHING TIP

21st Technology Literacy

Allow pupils to use the internet to search for similar proverbs. Point out that there are several sites with proverbs, which can be searched by key words. Help pupils compare sites to decide which ones are most useful for finding proverbs to complete the Think Big activity.

Warm-Up

- Have pupils create *Word Search Puzzles* (see *Game Bank*, page T136) to preview vocabulary items. Model creating a simple *Word Search Puzzle* on the board. Explain that words can be hidden horizontally, vertically or diagonally. Then have pupils create puzzles that include these words: *deceive, blame, pass on, proverb, regret*. Have pupils exchange puzzles to find the hidden words.

Using Page 33

14 Listen and read. What's a proverb?

INVOLVE

Explain the lesson objective – pupils will read and talk about proverbs from around the world.

- Ask pupils to use a world map or globe to locate each country named in the chart.
- Write these vocabulary items on the board: *blame, deceive, pass on, proverb, regret, sayings*. Have pupils listen for and note down these words in the article.
- Play audio track 1:42 and have pupils listen and read along. Pause after each proverb and have pupils summarise each one.

MONITOR

Ask questions to check comprehension: *Why should something with a tail of straw stay away from fire?* (Straw catches fire very easily.) *What's a proverb?* (Proverbs are short sayings about life that are passed on from generation to generation.)

ASSIST

Replay the audio as needed. Answer any questions about vocabulary or grammar structures. Say: *Regret is feeling sorry about something. To slip is to fall.*

- Ask pupils to use context clues to provide definitions for the vocabulary items. Then have them use a dictionary to check their definitions.

CHALLENGE

Ask partners to role play a dialogue that uses one or more of the vocabulary items. Classmates can identify which vocabulary item they hear.

THINK BIG 21st Global Awareness

- Read the directions aloud. Have pupils follow the instructions and discuss in pairs.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language. (Some similar proverbs include the following: *People who live in glass houses shouldn't throw stones.* England; *Careless hurry may cause endless regret.* America; *The man whose conscience is clear will never fear a knock on the door at midnight.* Russia; *Do unto others what you would have them do unto you.* Latin; *Caution is the parent of safety.* America; *Appearances can be deceptive.* Greece/ Aesop; *He who has the choice has the pain.* Africa; *Lying and stealing are next door neighbours.* Arabia)

15 Read 14 again and find the country.

- Read some proverbs from the text aloud and have pupils guess which country they're from.
- Read directions aloud and have pupils complete the activity independently.

MONITOR

Check answers as a class. (*Answers: 1 Germany, 2 Mexico, 3 Italy*)

- Assign Activity Book page 29 and direct pupils to digital activities.

Application and Practice Activity

- Encourage pupils to draw illustrations about proverbs from the chart. Then have them display their artwork without captions and challenge classmates to guess which proverb is illustrated. Model: *I think this picture of a toy stuffed donkey with a tail of straw and looking afraid of a fire goes with this proverb from Argentina: 'If you have a tail of straw, stay away from the fire'.*
- Have pupils view the Unit 3 video segment. Use the Video Guide.



Listen and read. What's a proverb?

Proverbs from Around the World

Every culture's got its own proverbs. *Proverbs* are short sayings about life that are passed on from generation to generation. Proverbs provide sound advice and can help us make decisions. Across cultures, proverbs can be similar but some are quite different. Here are a few of the thousands of proverbs from around the world.

Country	Proverb
Argentina	If you have a tail of straw, stay away from the fire.
China	One step in the wrong direction can cause a thousand years of regret.
Germany	A clear conscience is a soft pillow.
Greece	Avoid doing what you would blame others for doing.
Ireland	A friend's eye is a good mirror.
Italy	Deceive me once, shame on you; deceive me twice, shame on me.
Liberia	Do not look where you fell but where you slipped.
Malaysia	Don't think there are no crocodiles just because the water is calm.
Mexico	Better to be alone than be in bad company.
Netherlands	He who has a choice has trouble.
Russia	You can get to the ends of the world on a lie but you cannot return.

15 Read 14 again and find the country.

- 1 You'll sleep well if you don't feel guilty.
- 2 Having no friends is better than having a bad friend.
- 3 Don't give anyone a second chance.



Choose three different proverbs and explain what they mean. Research three more proverbs about ethical behaviour. Discuss their meaning and present them to the class.

16 Work with a partner. Answer questions about 'Marissa Mobley's Dilemma' (see pages 28-29).

- 1 Who are the characters in 'Marissa Mobley's Dilemma'?
- 2 How does Marissa feel when she gets home from school?
- 3 Who knocks on Marissa's door?
- 4 What's Marissa's dilemma?
- 5 What advice does Marissa's brother give her?
- 6 At the end of the story on page 29, what do you think Marissa is going to do?



17 How do you think the story ends? Discuss these possible endings with a partner. Think of a reason why each one is possible.

- Marissa helps Dan cheat.
Reason: ?
- Marissa tells her teacher about Dan.
Reason: ?
- Marissa tells Dan she can't help him.
Reason: ?
- Marissa helps Dan study.
Reason: ?

18 With your partner, write an ending to the story. Add details, such as how the other story characters react to Marissa's decision and how she feels about it.

19 Share your story ending with another pair. Discuss. Talk about what Marissa did and whether it was the right thing to do.

**THINK
BIG**

Do you always know what the right thing to do is?
How do you know what's right? Why isn't it always
easy to do the right thing?

Warm-Up

- Have pupils form a story circle to review the story 'Marissa Mobley's Dilemma' on pages 28–29. Have pupils work together to retell the story, going around the circle. Each pupil adds a detail or event until they have summarised the story. Encourage pupils to describe events in time order but allow them to go back and add important details that were left out.

Using Page 34

16 Work with a partner. Answer questions about 'Marissa Mobley's Dilemma' (see pages 28–29).

INVOLVE Explain the lesson objective – pupils will write an ending for a story and then compare their endings.

- Read the directions aloud. Then have pupils work in pairs to answer the questions.

MONITOR Review answers as a class. (*Answers: 1 Marissa, her mum Mrs Mobley, her brother Leo and her schoolmate Dan., 2 She feels unhappy., 3 Her brother Leo., 4 If she should help her classmate Dan cheat in the Maths test or not., 5 Her brother advises her to talk to her teacher., 6 Pupil's own answer.*)

ASSIST Have pupils locate phrases in the story on pages 28–29 that answer each question.

17 How do you think the story ends? Discuss these possible endings with a partner. Think of a reason why each one is possible.

- Read the directions aloud. Say: *Readers are left wondering how the story ends but there are clues that support different endings.* Model the first item: *Marissa might help Dan cheat because she likes him.* Have pupils complete the activity in pairs by using details from the story.

MONITOR Have volunteers share the clues they found to support each ending. (*Sample answers: 1 Marissa likes Dan., 2 Leo thinks she should tell her teacher., 3 Marissa is upset, which shows that she doesn't want to cheat., 4 Studying would help Dan without cheating.*)

18 With your partner, write an ending to the story. Add details, such as how the other story characters react to Marissa's decision and how she feels about it.

- Read the directions aloud. Suggest that pupils reread the story on pages 28–29 before they write their ending so that they match the tone and style. Remind them to include both descriptions of what happened and dialogue.

ASSIST Remind pupils to use verbs in the past simple to say what happened in the story. Provide pupils with additional vocabulary to complete their stories.

19 Share your story ending with another pair. Discuss. Talk about what Marissa did and whether it was the right thing to do.

- Read the directions aloud. Invite pairs to exchange their story endings.

MONITOR Pupils can read each other's endings silently or aloud and then discuss what Marissa did in each version. Check correct use of vocabulary and grammar.

THINK BIG 21st Communication

- Read the questions aloud and encourage pupils to express themselves as best they can.

CHALLENGE Ask pupils to tell the class about two instances when they didn't know what the right thing to do was.

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

Application and Practice Activity

- Have pupils vote for their favourite story ending. Ask pupils to explain the reasons for their votes.

OBJECTIVES

To write a story ending

To compare story endings

21st Century Skills

Problem Solving
Communication

Materials

Digital activities:
MyEnglishLab

AB

Page 30

Answers on page T153

TEACHING TIP

21st Problem Solving

Remind pupils that a dilemma like Marissa's (pages 28–29) is a problem. The ending of the story should say whether Marissa solves her problem. Say: *Most problems can be solved in many ways. A good solution takes care of the situation and doesn't cause other problems.* Have pupils discuss whether or not each ending in Activity 17 causes a new problem for Marissa.

OBJECTIVES

To learn about the importance of doing the right thing

To create pages for a class handbook about doing the right thing

21st Century Skills

Collaboration

Materials

Card paper with holes punched along one side

String or ribbon

Magazines and newspapers

Digital activities:
MyEnglishLab

TEACHING TIP

Class Handbook

When pupils are ready to complete Activity 21, distribute card paper with holes pre-punched along one side. Allow pupils to use as many pages as they need for their descriptions of dilemmas, the three courses of action and their solutions. Help them bind the pages with string or ribbon.

Warm-Up

- Have pupils review useful opposites. Say: Right *and* wrong *are opposites*. Then write these ten words on the board: *bad, decline, fair, find, foolish, guilty, happy, honest, possible, take*. Challenge pupils to write down opposites for each word within a one-minute time limit. Pupils get one point for each correct opposite. (Sample answers: *good, accept, unfair, lose, smart, innocent, sad, dishonest, impossible, give*)

Using Page 35

- 20** Read about three situations and three possible courses of action for each one. Which one is the right thing to do? Discuss with a partner.

INVOLVE Explain the lesson objective – pupils will talk about doing the right thing in different situations. Then they'll create pages for a class handbook about doing the right thing.

- Read the page title and directions aloud. Have volunteers read each situation aloud. Say: A course of action *involves a choice you make*.
- Have pupils work in pairs to discuss the situations. Suggest that they begin by reading aloud the three courses of action for each situation. Pupils might begin by eliminating one course of action that they think is clearly wrong and then discuss which of the remaining choices is better.

MONITOR Check that pupils choose and defend a specific course of action. Take a class poll to find out which courses of action were most popular. Remind pupils that not everyone always agrees about what is the right thing to do in a situation.

ASSIST Use simple language to explain unfamiliar words. Say: *To accept means to take. To decline means to say 'no'.*

- 21** Make a page to go in a class handbook about doing the right thing.

- Read the directions and steps aloud.
- Have pupils complete the activity independently. Then have pupils collaborate and review one another's work before deciding on the best way to organise their handbook and a title for it.

MONITOR Check that pupils' pages depict a dilemma clearly, give three possible courses of action and say which one is best. Pupils might illustrate the best thing to do on the back of their pages. In this way, others can make their own decision and compare.

ASSIST Encourage pupils to review dilemmas from the unit and to scan magazines and newspapers for dilemmas, before choosing one to write about.

- **21st Collaboration** Remind pupils to include dilemmas that are relevant to their own lives and their friends and families' lives. In this way, they can ask them for ideas about how they would solve the dilemmas, too.

Application and Practice Activity

- Have pupils share the class handbook with another class, with friends or with parents.

20 Read about three situations and three possible courses of action for each one. Which one is the right thing to do? Discuss with a partner.

Situation	#1	#2	#3
You're getting into your mum's car. You see an envelope full of money on the ground.	Tell your mum about it and ask if you can keep the money.	Pick up the money quietly but don't tell your mum about it.	Tell your mum and ask her how you can return the money.
Your teacher gives you the highest mark for your book review and uses it as a model for the rest of the class. Your older sister wrote the book review for you.	Do nothing. Be happy and accept the mark and the compliment.	Tell your teacher you didn't write the review and apologise.	Tell your parents what you did but don't tell your teacher.
Your teacher goes out of the room during a big test. Your classmate, who's the best pupil in the class, tries to show you her answers.	Copy your classmate's answers - after all, she offered. It'd be silly to say no.	Compare your answers with hers but change only a few to match hers.	Tell your classmate, "No, thank you".

PROJECT

21 Make a page to go in a class handbook about doing the right thing.

- 1 Choose a dilemma from the unit or use one of your own. Describe it at the top of the page.
- 2 Write three possible courses of action.
- 3 Use a picture from a magazine or draw one to show the right thing to do.
- 4 Present your page to the class. Read it aloud. Then say what you think the right thing to do is.
- 5 Bind the pages together to make a class handbook.

I think she should run after the man and return the tablet to him. If she doesn't, she'll feel terrible later.



Dilemma: You're at a park. You see a man sitting on a bench with a tablet. He leaves the park and you notice he's left his tablet on the bench. You've always wanted one but you haven't got enough money to buy one. What should you do?

- 1: Sit on the bench and cover the tablet so no one sees it.
- 2: Don't say anything but hold onto the tablet in case the man comes back for it. Secretly hope he doesn't!
- 3: Run after the man and return the tablet to him.



Listening and Speaking



Listen, read and repeat.

- 1 nch 2 nth 3 mpt



Listen and blend the sounds.

- | | | | | | |
|---|-----------|--------|---|-----------|--------|
| 1 | l-u-nch | lunch | 2 | t-e-nth | tenth |
| 3 | p-r-o-mpt | prompt | 4 | c-r-u-nch | crunch |
| 5 | m-o-nth | month | 6 | t-e-mpt | tempt |



Listen and chant.

I make lunch
On the tenth of the month.
An apple and crisps.
Do you want any sweets?
Don't tempt me!
Crunch! Crunch!



Work in groups of three. Choose a situation from the box or create your own. Pupils 1 and 2 role play the situation. Pupil 3 states the right thing to do.

Oh, no! My ball's just broken the window of that house!

If you break something, you should tell the owner.



You should go up to the front door and talk to the owner.

You:

- lose your friend's CD.
- see someone cheat in a test.
- spill juice on your friend's new shirt.
- see a man drop his wallet.
- break your friend's mobile phone.
- are asked to lie for your brother/sister.
- break a window at home.
- forget mother's day.

Warm-Up

- Have pupils play *Rhyme Time* (see *Game Bank*, page T136, for details) to review key vocabulary. Pupils take turns choosing a vocabulary word and then giving a word that rhymes with it. Classmates try to guess the vocabulary word. Say: *Remember that words in Unit 3 are about dilemmas, results and consequences.*
Model: *My clue is seat. The secret word is cheat.*

Using Page 36

22 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *nch*, *nth* and *mpt* individually and as part of words. Then they'll review dilemmas and consequences.

- Read the directions aloud. Play audio track 1:43 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

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

23 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:44 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're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

24 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:45 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.

25 Work in groups of three. Choose a situation from the box or create your own. Pupils 1 and 2 role play the situation. Pupils 3 states the right thing to do.

- Read the directions aloud. Invite volunteers to role play a conversation about one situation and to state the right thing to do.
- Have pupils work in groups to complete the activity.

MONITOR

Check that pupils form conditional statements correctly.

ASSIST

Write this sentence frame on the board: *If... , you should ...* . For a situation about cheating, model: *If you see someone cheating, you should tell the teacher.*

Application and Practice Activity

- Have pupils create jumbled sentences for conditional sentences from the lesson. Pupils choose conditional sentences and write one word from each on an index card. Pupils then mix the cards up and place them in an envelope or clip them together. Pupils swap card sets and try to rearrange the words to form each original sentence. Point out that some card sets may form more than one accurate sentence.

OBJECTIVES

To identify and say the letters and sounds *nch*, *nth* and *mpt* individually and as part of words

To talk about consequences

To talk about doing the right thing

21st Century Skills

Social Skills

Materials

Index cards

Envelopes (optional)

Audio tracks 1:43–45

Digital activities:
MyEnglishLab

TEACHING TIP

21st Social Skills

Explain that using a conditional sentence with *should* is a polite way to give advice. Have pupils compare two pieces of advice. Say: a) *If you walk a dog, you should always clean up.* b) *You're walking a dog? You have to clean up!* Ask: *Which advice sounds more friendly? Why?* (The first piece of advice is more friendly.) Encourage pupils to role play friendly and less friendly ways to give advice in each situation from this lesson.

OUTCOMES

Pupils can talk about consequences.

Pupils can talk about doing the right thing.

21st Century Skills

Self-Direction
Problem Solving

Materials

Game (eText)
Digital activities:
MyEnglishLab

AB

Page 31
Answers on page T153

TEACHING TIP

Idioms

Ask: *What's a 'white lie'?* (A lie that hasn't got harmful consequences and one that's usually told to protect someone's feelings.) *Do you think it's ever OK to tell a white lie?* (Answers will vary.) Have pupils suggest situations in which telling a white lie might be acceptable, ethical behaviour.

Warm-Up

- Have pupils review vocabulary. Have each pupil write a sentence that uses one vocabulary word or phrase. Then have pupils read their sentences aloud, leaving out the vocabulary word or phrase. See if classmates can guess what it is. Model: *If you lie about something, you're going to feel ... later. (guilty)*

Using Page 37

26 Complete the sentences with expressions from the box.

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

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

MONITOR Review the answers as a class. (*Answers: 1 felt guilty, was upset with, 2 get into trouble, felt guilty, 3 felt guilty, feel good about*)

ASSIST Remind pupils that reading a sentence aloud can help them decide which words sound right. Model this strategy by reading one of the sentences, filling in the blank with a correct and then an incorrect phrase. Have pupils raise their hands when they hear a word or phrase that doesn't make sense.

27 Read the problems in 26 again. Choose one. In your notebook, write what you think the person should have done.

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

MONITOR Have volunteers share their advice with the class. Check that they used the target vocabulary and grammar correctly. (*Sample answers: Claudia should have returned the wallet earlier. Anna should have told her teacher what she saw. Michael should have gone back to the shop and admitted what he did.*)

28 Complete the sentences with the correct form of the verb in brackets and will.

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

MONITOR Check answers as a class. (*Answers: 1 will, tease, 2 asks, will, 3 will, get, 4 promise, will, 5 spend, will, 6 spill, will*)

ASSIST Say: *You'll use will once in each sentence. The word in brackets should agree with its subject.*

Remind pupils that conditional sentences can begin or end with an *if* clause. Have pupils reverse the order of each sentence. Model: *If other kids tease my friend, I'll be kind to him.*

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should 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

- **21st Problem Solving** Make a list of all of the advice pupils gave for each situation. Then have pupils vote to see which advice they think is the best.
- Have pupils play Unit 3, Game 2 on the eText.

26 Complete the sentences with expressions from the box.

be upset with
feel guilty (3x)

feel good about
get into trouble

- 1 Claudia saw a man drop his wallet. When she picked it up, she saw that there was a lot of money in it. She was tempted to keep it but she knew it wasn't right. She thought about what to do. By the time she decided to return the man's wallet, he was gone. Claudia ? She ? herself for not deciding quickly enough.
- 2 Anna saw two classmates looking at each other's papers during an exam. She didn't know what to do. She knew it was wrong to cheat but she didn't want her friends to ?. Anna ? about not saying anything.
- 3 Mike was at a toy shop and was holding a robot when he accidentally broke it. He didn't have the money to pay for the toy so he put it back on the shelf and quickly left the shop. Michael ?. He didn't ? what he did.



27 Read the problems in 26 again. Choose one. In your notebook, write what you think the person should have done.

28 Complete the sentences with the correct form of the verb in brackets and **will**.

- 1 (tease) I ? be kind to my friend if others ? him.
- 2 (ask) If my friend ? me to help her cheat, I ? not do it.
- 3 (get) I ? spend my money carefully if I ? some from my grandparents.
- 4 (promise) If I ? to do something, I ? do it!
- 5 (spend) If you ? all your pocket money, I ? lend you some of mine.
- 6 (spill) If I ? juice on the sofa, Mum ? be very upset with me.

I Can

- talk about consequences.
- talk about doing the right thing.

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

1 Think about it. Read and draw. Practise.



I know this.

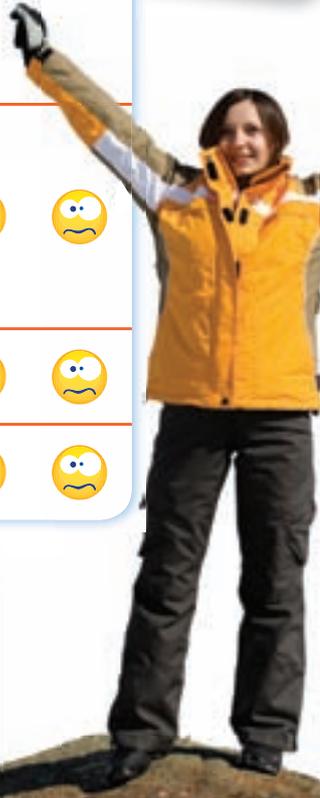


I need more practice.



I don't know this.

	PAGES			
School Activities: study for a test, hand in an essay, finish a project...	3			
Advice: be more careful, do it again...	3			
Achievements: climb a mountain, start a company...	14-15			
Dilemmas: (tell/don't tell) the truth, (return/don't return) a wallet, (cheat/don't cheat) in a test...	26-27			
Results and Consequences: feel good, feel guilty, get into trouble...	27			
Has he practised his part <u>yet</u> ? Yes, he has . He's <u>already</u> practised his part. No, he hasn't . He hasn't practised it <u>yet</u> .	6-7			
Have the twins <u>ever</u> studied abroad? Yes, they have . / No, they haven't .				
How long has he played the guitar? He's played the guitar <u>for</u> five years.	18-19			
How long has she been playing in a band? She's been playing in a band <u>since</u> she was fourteen.				
If he studies hard for the Maths test, he'll get a good mark.	30-31			
You should talk to your parents about it.	30-31			



Warm-Up

- Have pupils play *Word Clues* (see *Game Bank*, page T137, for details) to review key vocabulary from Units 1–3. Partners should write words or phrases on index cards. Players then take turns choosing a word and giving one-word clues until their partner guesses the word. Model: *test, essay, project (school activities)*.

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've learnt in Units 1–3.

- Read the directions aloud. Ask pupils to say what each face means, using their own words. (Sample answers: *I can do this. I can sort of do this. I can't do this.*)
- Have pupils use a marker pen or coloured pencil to complete the activity in their notebooks. 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 these units. Listen for correct use of vocabulary and grammar. Remind pupils that they'll 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 complete the checklist as each language point is reviewed.

ASSIST

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

School Activities (page 3)

Have groups create a school timeline for a fictional pupil. Encourage them to include things the pupil does on each day of the week.

Advice (page 3)

Invite groups to swap timelines they created in the previous review activity. Have them think of problems the pupil might have with each activity and give advice. Model: *Jan's homework is sloppy. She should do it again.*

Achievements (pages 14–15)

Ask: *What are three things you would like to do before you are twenty?* Have pupils write and compare their lists.

Dilemmas (pages 26–27)

Ask: *What's a dilemma?* (a situation in which you must make a difficult choice) Have pupils give examples of dilemmas and challenge others to say what they would do in each situation.

Results and Consequences (page 27)

Have pupils describe possible consequences of courses of action taken to resolve dilemmas. Ask: *What will happen if you take that course of action?*

Has he practised?/Yes, he has./No, he hasn't. (pages 6–7)

Have pupils complete these sentence frames: *Has he...? Has she...? Have they...?* Then have them write answers.

He's played for ... / She's been playing since ... (pages 18–19)

Ask: *What's something you've done for a long time? How long have you done it?* Then have classmates report each other's answers. Model: *Jim has played football for five years.* Remind pupils they should use the continuous form when they wish to emphasise the duration of an activity. Model: *I've been waiting in line for concert tickets for two hours!*

If he studies, he'll get ... / You should study ... (pages 30–31)

Challenge pupils to use *if* in a sentence. Say: *You can write a conditional sentence or give advice.*

OBJECTIVE

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

21st Century Skills

Self-Direction

Materials

Index cards
Coloured pencils or marker pens

For more information about using Checkpoints, see page x.

TEACHING TIP

Self-Direction

Remind pupils that there are no right or wrong answers on the checklist. Emphasise that they should draw the face that shows how they feel about their progress with 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
- To describe results and consequences

21st Century Skills

Media Literacy

Materials

- Audio track 1:46
- Audioscript, page T141
- Newspapers, magazines
- Phones or video cameras

TEACHING TIP

Irregular Verbs

Remind pupils that irregular verbs don't follow the rules for forming past or past participle forms. Write *forget, forgot, forgotten* on the board. Ask: *Why is this verb irregular?* (It doesn't add *-ed* for the past or the past participle.) Have pupils give the forms for other verbs that change spelling in the past and have got past participles that end with *-n*: *give (gave/given), know (knew/known), grow (grew/grown), ride (rode/ridden), see (saw/seen), write (wrote/written)*.

Warm-Up

- Have pupils review verb forms by scanning newspapers and magazines for examples of these forms: present, present perfect, present perfect continuous, past, future. Invite volunteers to read sentences aloud, leaving out the main verb in the sentence. Listeners can try to guess the verb that completes the sentence.
- You may wish to have pupils review forms for verbs that will be used in this activity: *feel, forget, know, learn, pass, practise, study, try*. Name a verb and have volunteers give other forms.

Using Page 39

2 1:46 Get ready.

INVOLVE Explain the lesson objective – pupils will put together what they've learnt in Units 1–3. They'll complete a dialogue and then they'll share ideas with a partner.

- Part A:** Read the directions. Tell pupils they'll listen to Danny and his mum talking about a school play.
- Do Item 1 as a class. Have pupils read aloud Mum's question, completing it with the correct choice: *Have you learnt your lines yet?*
- Have pupils complete the dialogue independently. Remind them that reading aloud as they work can help them find the correct verb forms.
- Play audio track 1:46 twice. First, have pupils focus on listening comprehension. Then have them check to see if they wrote the correct verb forms.

MONITOR Check answers as a class. (Answers: *learnt, learnt, practising, know, been practising, been practising, studied, studied, study, practise, forget, feel, pass, feel, try*)

ASSIST Suggest that pupils locate clue words that help them decide which verb form to choose. For example, they can locate *yet*, which goes with a past participle form or *been*, which is followed by an *-ing* form.



Play audio track 1:46 once for pupils before they do the activity.

- Part B:** Read the directions aloud and invite pupils to practise the dialogue. Encourage pupils to switch roles.

MONITOR Listen for correct pronunciation and intonation as pupils practise.

- 21st Media Literacy** Allow pupils to record their dialogues using phones or video cameras. Remind them to rehearse the dialogue several times. Suggest that they create a reader's script by copying the page and using a coloured pencil to circle words they should emphasise and add arrows to indicate strong up or down intonations. Remind pupils to speak clearly during recording and then review their recordings to monitor their own language production.

- Part C:** Read the directions aloud. Have pupils ask and answer questions in pairs about Danny's situation and compare it with their own experiences.

MONITOR Have pupils share their responses with the class. Encourage volunteers to share dilemmas that they've faced similar to Danny's situation. Listen for correct use of language.

ASSIST Have pupils complete these sentences to discuss Danny's dilemma: *Danny should study for his test if he wants to Danny should learn his lines if he wants to*

I Can Do It!



Get ready.

- A** Choose the correct word or phrase to complete the dialogue. Then listen and check.



- Mum:** The school play is tomorrow night. Have you (learnt / learning) your lines yet?
- Danny:** I've (learn / learnt) most of them already. We've been (practised / practising) for two weeks.
- Mum:** Really? I didn't (know / known) that. Where have you (practise / been practising)?
- Danny:** We've (practising / been practising) every day at school, after lunch.
- Mum:** And have you (studied / studying) for your Maths test tomorrow?
- Danny:** Yeah, I've (studied / studying) a bit.
- Mum:** You should (study / studying) again after dinner tonight.
- Danny:** But Mum, I need to (practise / practising) my lines for the play! If I (forget / forgot) my lines on stage, I'll (feel / feeling) awful.
- Mum:** I know, Danny, but if you don't (pass / passing) your Maths test, you'll (feel / felt) even more awful and then you won't enjoy your play! Listen – study Maths for an hour, then you can practise your lines again for an hour. You should (try / will try) to get a good night's sleep, too.
- Danny:** OK, Mum. Thanks.

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

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

- 1 Has Danny studied enough for his Maths test? Explain.
- 2 Why does Danny's mum want him to get a good night's sleep?
- 3 Which do you think Danny should do first, study for his test or learn his lines? Explain.
- 4 Have you ever had to do two important things at one time? What happened?

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 Lay out all the cards on your desk. Now you're ready to **Go!**

4 Go!

- A Work with a partner. Look at the questions. You will use them to create two dialogues.
- B Create the first dialogue. Pupil A reads these questions and Pupil B chooses five responses from the cutouts. Read the dialogue aloud.
- C Switch roles and create the second dialogue. The new Pupil A reads these questions and the new Pupil B answers the questions with the remaining cutouts.

Pupil A

- 1 Have you chosen the topic of your project yet?
- 2 Why did you choose that topic?
- 3 What do you need to do for the project?
- 4 Have you already started the project?
- 5 Do you need to buy anything for the project?

Have you chosen the topic of your project yet?



Yes, I want to do a project about the solar system.

- D Now make up your own dialogue. Role play your dialogue in front of another pair.

Pupil A

You're the mum or dad of Pupil B. You want to know all about your son or daughter's project.

Pupil B

You're doing a project on a topic that you're really interested in. You've already started the project but you haven't finished yet.

Warm-Up

- Have pupils preview the dialogue cards on Activity Book page 121. Say: *You'll use these cards to create two dialogues. Both dialogues will be about school projects. One project is about the solar system. The other project is about an artist.* 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'll role play a dialogue of their own based on a new situation.

- Read the directions and steps aloud. Have pupils cut out and display the cards.

4 Go!

- **Parts A–C:** Read the directions aloud. Have pupils work in pairs to create the first dialogue. Say: *The first dialogue is about a solar system project. The solar system includes our sun, eight planets and their moons.*

MONITOR | Check that pupils formed two logical dialogues.

Sample Dialogue 1

1 Have you chosen the topic of your project yet? Yes, I want to do a project about the solar system.

2 Why did you choose that topic? I've been studying about the solar system in school and I like it.

3 What do you need to do for the project? I need to build a model of the solar system and write a report about it.

4 Have you already started the project? Yes, I've written my report but I haven't built the model yet.

5 Do you need to buy anything for the project? I need to buy some glue so I can finish my model.

Sample Dialogue 2

1 Have you chosen the topic of your project yet? Yes, I want to do a project about Pablo Picasso.

2 Why did you choose that topic? I've been studying about him in Art and I like his paintings.

3 What do you need to do for the project? I need to write a report about him and make a big poster to show some of his art.

4 Have you already started the project? No, I haven't. I'm going to start looking at some websites about him on the internet.

5 Do you need to buy anything for the project? Yes, I need to get some ink for our printer. I need to print out some of his paintings.



Help pupils sort the answers into two dialogues: one about the solar system project and the other about the Pablo Picasso project.

- **Part D:** Invite pupils to create their own dialogues. Read the directions and dialogue descriptions aloud.
- **21st Collaboration** Remind pupils that ideas from all members create a better dialogue. Point out that pupils can contribute ideas for both parts.

MONITOR

Have pupils share their new dialogues with the class. Check for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Have pupils use the questions from the middle of the page and change answers.

OBJECTIVES

To ask and answer questions about school projects

To role play dialogues about school projects

21st Century Skills

Collaboration

Materials

Cutouts on Activity Book page 121

TEACHING TIP

Interpersonal Learning

Pupils with strong interpersonal skills might take the role of a director to help pairs rehearse their dialogues. Remind pupils that a director's job is to help pupils do the best possible job. After pupils rehearse with the director, discuss how working with a third person helped teams improve their dialogues.

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 T153

TEACHING TIP

Using Checkpoint Evaluations

Pupil evaluations of the Checkpoint (very easy/easy/hard/very hard, fun/OK/not fun) can give you insights 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

- Write this jumble on the board: *A J L N O R U*. Challenge pupils to find and define the jumbled word. (*JOURNAL*; sample definition: a written record of your personal experiences). Point out that the word *journal* comes from an Old French word that means 'day'. Ask: *How is the word day related to a journal?* (Many people write in a journal every day; they write about everyday experiences.) Invite pupils to share their experiences with writing journals.
- Point out that writing a journal can be helpful in two ways. Say: *You can learn from your own ideas by writing them down. You can also look back at an old journal and remember what you were thinking. Writing a journal is like taking a photograph of your thoughts.*

Using Page 41

5 Write about yourself in your notebook.

INVOLVE Explain the lesson objective – pupils will write a journal entry. Then they'll look back at Units 1–3 and think about how well they can use what they've 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.

MONITOR Check pupils' writing for correct use of language.

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

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

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

- **21st Self-Direction** Have pupils turn back 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 back to the pages listed as they review their skills.

MONITOR Make sure pupils use a different coloured pencil or marker pen to reassess their understanding and use of each category.

- **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 with pupils. Point out that they'll 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.

- How long have you been learning English?
- What kinds of things have you liked best about your English lessons?
- If you learn English well, what will you be able to do in the future?



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

unit 5

IF I COULD FLY...

Objectives

Vocabulary

- To describe super powers
- To talk about what we would do in different situations

Reading

- To identify important ideas in a graphic novel ('Captain Allsafe to the Rescue!')
- To use reading strategies to comprehend and appreciate a graphic novel

Grammar

- To use conditional clauses with *if*

Content Connection

- **Science:** To read about inventions that could provide people with super powers

Culture Connection

- **Around the World:** To learn about superheroes from different cultures

Writing

- To write about character traits

Life Skills

- To learn about the importance of taking positive steps for the future

Project

- To create a page for a class book about positive steps for the future

Listening and Speaking

- To identify and say the letters and sounds /t/, /d/ and /id/ individually and as part of words; conduct an interview

Think Big

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

Key Vocabulary

Wishes and Super Powers

ability to become invisible
fly
have superhuman strength
read people's minds
run at lightning speed
travel through time

Expressions

as it should be
hands-free
go back in time
Let me think.
Not only that...
That's a hard one.
What about you?

Content Words

adhesive
android
armour
bolt of lightning
computer
designer
digital
electrodes
gecko
meteorite
reflexes
superhuman
technology
tweet

Materials

Pupil's Book, Unit 5

- Main unit, pages 54–65
- Class Audio CD, Tracks 2:14–26

Activity Book, Unit 5

- Main unit, pages 44–53
- Extra grammar practice, page 102
- Class Audio CD, Tracks 2:17–22

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're learning about superheroes and their super powers. Encourage pupils to share ideas with their families about how super powers might help them solve problems. Model: *We've got a lot of dishes to wash but we also want to play basketball. If we could be in two places at once, we could do both! That would be an amazing super power.* Remind pupils to take notes about the super powers they share with their families so they can talk about what they discussed in class.

Tower of Powers Bulletin Board

Create a bulletin-board display titled *Tower of Powers*. Write *I WISH I COULD* in large bold letters at the top of the display. Then have pupils add card rectangles above the base to build a tower. Each rectangle should describe a super power pupils would like to have. Model: *be invisible, fly, remember everything I hear, jump over buildings.* Encourage pupils to add illustrations to show each super power in action.



unit 5 **IF I COULD FLY...**

1 Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favourite idea with the class.

Now You See Me – Now You Don't!
In the Harry Potter films, Harry puts on a cloak that makes him invisible. When he does that, nobody can see him! Have you ever wished that you could be invisible? If so, you may get your wish sooner than you think. Scientists have been working on bending light around objects to make them hard to see. Think about it: If you could become invisible, what would you do?

Time After Time
People have always thought about travelling to a different time period. What about you? Would you like to go back to mediaeval times and meet a real knight? Or would you like to see what the future will be like in 100 years? Maybe someday you'll be able to do this! If you could travel through time, what time period and place would you visit? Why?

It's a Bird! It's a Plane! It's a... Car?
Did you know that flying cars already exist? This vehicle's got four wheels and wings that fold up. You can drive it on the road. And you can also open up the wings and fly in the air! Would you like to have a flying car? What would you use it for?

2 Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.

superhuman strength
the ability to fly
the ability to run at lightning speed

the ability to become invisible
the ability to read people's minds
the ability to travel through time

If you could have one super power, what would it be?

If I had this super power...

I know what super power I'd want!

1

2

There are so many things I could do...

I think I'd choose...

I'd want to have...

3

4

5

3 Work with a partner. Talk about super powers.

If you could have one super power, what would it be?

I'd want the ability to read people's minds.

THINK BIG What other super powers can you think of that could be useful to people? Do you think any of them could become reality? Why/Why not?

Warm-Up

- Say: Super means 'more than', as in the word superhuman. Have pupils look through comic books and find pictures of heroes doing things that people can't do. Create a two-column chart labelled *Human* and *Superhuman* to classify the actions in pictures pupils found. Model: *Put out fires* (Human), *Breathe fire* (Superhuman).
- Encourage volunteers to add examples of human and superhuman actions they recall seeing in movies or on television.

Using Page 54

- 1** **2:14** Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favourite idea with the class.

- INVOLVE** Explain the lesson objective – pupils will read and talk about powers people might have in the future or would like to have.
- Read the directions aloud. Invite volunteers to read the headings aloud and predict what each section will be about. Play audio track 2:14. Then have pupils work in groups to discuss the questions posed in each paragraph.
- MONITOR** Have pupils say which of the ideas they would most like to come true and why. Check for understanding as groups discuss.
- ASSIST** Replay the audio as needed. Use simple language and the images on the page to explain unfamiliar words. Say: A cloak is a cape. It goes around your shoulders and hasn't got sleeves. A vehicle is a form of transport. Most vehicles have got wheels.

- Point out that mediaeval times are also called *the Middle Ages*. This is a period in European history from about the year 500 to 1500. The time period begins with the end of the Roman Empire and ends with the Renaissance. Encourage pupils to use internet or library resources to answer questions about the period. Ask: *How did the Middle Ages get its name? What specific dates are used for the beginning and ending of this period?*



Tell pupils the main idea of each section before they listen: *being invisible, time travel, flying cars.*

Using Page 55

2 2:15 **Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.**

- Read the directions aloud. Remind pupils: *A super power is an amazing skill. Super powers are things people can't do.* Ask: *What super powers were mentioned in Activity 1? (the ability to become invisible, the ability to travel through time and the ability to fly [in a car]).*
- Play audio track 2:15. Have pupils complete the activity independently.

MONITOR

Have pupils choose two or three super powers they'd like to have and then take a class poll to see how many pupils chose each super power. Ask pupils to explain their reasons for choosing a power or have them say what they would do with it. (Answers: 1 the ability to fly, 2 the ability to run at lightning speed, 3 the ability to travel through time, 4 superhuman strength, 5 the ability to become invisible)

ASSIST

Replay the audio as needed. Pause after each super power and have pupils use their own words to say what the power is. Model: *Travel through time means go back to another time, like last year or 100 years ago or even to the future.*

3 **Work with a partner. Talk about super powers.**

- Read the directions aloud. Have volunteers read the speech bubbles aloud. Have partners talk about what they would do if they had super powers.

MONITOR

Listen for correct pronunciation, appropriate intonation and correct use of language.

THINK BIG 21st Communication

- Read the questions aloud and encourage pupils to express themselves as best they can. Write their answers on the board and then place pupils in pairs to discuss the questions.

MONITOR

Check for correct use of vocabulary and grammar.

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

Application and Practice Activity

- Invite pupils to play *Charades*, using super powers they have discussed. Write the names of super powers on slips of paper and have pupils take turns choosing one and miming it for the class or a team.

OBJECTIVES

To read and talk about super powers

Key Vocabulary

Nouns: lightning, minds, period, [lightning] speed, strength, time

Verbs: able, become [invisible], fly, read, run, travel

Adjectives: superhuman

21st Century Skills

Think Creatively
Communication

Materials

Comic books
Slips of paper
Audio tracks 2:14–15
Audioscript, page T143
Interactive activities (eText)
Digital activities:
MyEnglishLab

AB

Pages 44–45

Answers on page T154

TEACHING TIP

21st **Think Creatively**

Point out that this unit is about things that aren't possible today. Strongly logical or practical pupils may be reluctant to think playfully. Encourage all pupils to relax and have fun with this unit. Say: *Thinking about things that are impossible today can help you imagine how they might be possible in the future. You might even come up with a new idea for the future.*

unit 5

IF I COULD FLY...

2:14

1

Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favourite idea with the class.

Now You See Me – Now You Don't!

In the Harry Potter films, Harry puts on a cloak that makes him invisible. When he does that, nobody can see him! Have you ever wished that you could be invisible? If so, you may get your wish sooner than you think. Scientists have been working on bending light around objects to make them hard to see. Think about it. If you could become invisible, what would you do?



Time After Time

People have always thought about travelling to a different time period. What about you? Would you like to go back to mediaeval times and meet a real knight? Or would you like to see what the future will be like in 100 years? Maybe someday you'll be able to do this! If you could travel through time, what time period and place would you visit? Why?

It's a Bird! It's a Plane! It's a... Car?

Did you know that flying cars already exist? This vehicle's got four wheels and wings that fold up. You can drive it on the road. And you can also open up the wings and fly in the air! Would you like to have a flying car? What would you use it for?



2

Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.

- superhuman strength
- the ability to fly
- the ability to run at lightning speed
- the ability to become invisible
- the ability to read people's minds
- the ability to travel through time

If you could have one super power, what would it be?



If I had this super power...



I know what super power I'd want!



There are so many things I could do...



I think I'd choose...



I'd want to have...



3 Work with a partner. Talk about super powers.



If you could have one super power, what would it be?

I'd want the ability to read people's minds.



THINK BIG What other super powers can you think of that could be useful to people? Do you think any of them could become reality? Why/Why not?

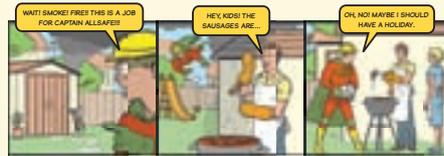
4 Listen and read. What's wrong with Captain Allsafe?

CAPTAIN ALLSAFE TO THE RESCUE!

by Buster Marone



56 Unit 5



READING COMPREHENSION

5 Number the events from the story in the order they happened.

- Captain Allsafe ties up a 'dinosaur'.
- Captain Allsafe sees a 'fire' and blows it out.
- Captain Allsafe sees smoke. He throws water and puts out the 'fire', pouring water onto the barbecue!
- Captain Allsafe is flying over the city and everything seems calm and quiet.
- Captain Allsafe hears children screaming.
- Captain Allsafe says that maybe he should go on a holiday.
- A woman brings out a birthday cake.



THINK BIG Why doesn't Captain Allsafe want to go on holiday? If you were Captain Allsafe, would you go on holiday? Why? If you could give Captain Allsafe some advice, what would you tell him?

Unit 5 57

Warm-Up

- Write *Captain Allsafe* on the board. Say: *We're going to read a story about this superhero. A superhero is a character who's got powers that humans haven't got. Ask: What two words do you see in this superhero's name? (all, safe) What do you think this superhero wants to do? (Sample answer: He wants to keep all people safe from danger.) What super powers might he have? (Sample answers: He might be able to fly or have superhuman strength.)*

Using Page 56

4 2:16 Listen and read. What's wrong with Captain Allsafe?

INVOLVE Explain the lesson objective – pupils will read, talk and answer questions about a graphic novel. Say: *A graphic novel uses pictures and words to tell a story. Each part of a graphic novel is called a frame or a panel.*

- Have pupils read the title aloud and preview the first frames of the story. Invite pupils to compare Captain Allsafe in the story with the predictions they made about him during the Warm-Up activity.
- Read the directions aloud. Play audio track 2:16 and have pupils listen and read along.

MONITOR Use questions to check for understanding. Ask: *What does Captain Allsafe mean when he says everything is 'just as it should be'?* (People in the city are safe; there are no problems or dangers.) *Why are the children screaming?* (A dinosaur is chasing them.) *What does Captain Allsafe do?* (He ties up the dinosaur so it can't chase the children.) *What fire does Captain Allsafe put out?* (the candles on a birthday cake) *What happens when the father starts cooking sausages?* (Captain Allsafe pours water on the barbecue.) *What's wrong with Captain Allsafe?* (He's very tired and needs to go on holiday.)

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

- 21st Media Literacy** Ask: *How is a graphic novel similar to a short story? How is it different?* (Sample answers: Both a short story and a graphic novel are fictional. They've got plots, characters, settings and conflicts. A short story uses words to describe characters and to say what happens; a graphic novel uses both words and pictures.)

- **21st Problem Solving** Say: *What kinds of problems does Captain Allsafe solve in this story?* (He solves problems that are really not problems. He causes problems because he jumps to conclusions.) Point out that an important part of problem solving is identifying the problem. Ask: *How could Captain Allsafe have avoided making the mistakes he did?* (He could have taken time to find out more about a situation before taking action.)

Using Page 57

5 Number the events from the story in the order they happened.

- Read the directions aloud. Have volunteers read the events aloud. Ask: *What's happening in the first frame of the story?* (Captain Allsafe is flying over the city, and everything seems calm and quiet.) Have pupils work independently to order the events from first to last.

MONITOR | Review answers with the class. (Answers: 1 d, 2 e, 3 a, 4 g, 5 b, 6 c, 7 f)

ASSIST | Replay the audio as needed to help pupils understand story order.



Suggest that pupils write the labelled events on separate index cards and then arrange the cards in story order.

THINK BIG 21st Critical Thinking

- Read the directions aloud. Have pupils discuss their answers in pairs.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language. (Sample answers: 1 *Captain Allsafe doesn't want to go on holiday because he likes to feel useful. He is proud of what he does.*, 2 *If I were Captain Allsafe, I'd go on holiday. I think a rest would help me decide when people really need help.*, 3 *I would tell Captain Allsafe to talk to people before he helps them. He could make sure they really need help.*)



Have pupils tell or write stories about what happens when Captain Allsafe goes on holiday.

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

Application and Practice Activity

- Invite pupils to role play interviews with one of the characters from the story: Captain Allsafe, the mum, dad, 'dinosaur' or one of the kids at the birthday party. Remind pupils to ask questions that begin with *who*, *what*, *where*, *when*, *why* and *how*. Encourage pupils to add details that are not in the story. Model questions and answers: Q: *What happened at your birthday party?* A: *Captain Allsafe ruined everything!* Q: *Who's Captain Allsafe?* A: *He's a superhero.* Q: *When did he arrive?* A: *When my Uncle Leo was dressed as a dinosaur. We were having a great time until Captain Allsafe tied up poor Uncle Leo!*

OBJECTIVES

- To read unit language in context
- To read for understanding and enjoyment
- To read and draw conclusions

Key Vocabulary

Nouns: barbecue, birthday cake, city, dinosaur, fire, holiday, sausages, smoke, water

Verbs: blow out, bring out, fly, hear, put out, sausages, scream, take, throw, tie up

Adjectives: calm, quiet

21st Century Skills

Media Literacy
Problem Solving
Critical Thinking

Materials

Index cards
Audio track 2:16
Digital activities:
MyEnglishLab



Page 46

Answers on page 154

Summary

Superhero Captain Allsafe comes to the rescue – even when he isn't needed. At a children's birthday party, he ties up someone in costume. He blows out the candles on the cake and pours water on a barbecue. Finally, he agrees that he needs a holiday.

TEACHING TIP

Compound Words

Remind pupils that compound words are made up of two or more words, such as *superhero*, *everything*, *birthday* and *everyone*. Tell pupils they can guess the meaning of a compound word by combining the meanings of the words. Have pupils share other compound words they know.

2:16

4 Listen and read. What's wrong with Captain Allsafe?

CAPTAIN ALLSAFE TO THE RESCUE!

by Buster Marone

CAPTAIN ALLSAFE IS FLYING OVER THE CITY, LOOKING FOR SIGNS OF TROUBLE.

EVERYTHING LOOKS CALM AND QUIET IN OUR CITY – JUST AS IT SHOULD BE.

UNTIL...

WAIT! WHAT'S THAT? I HEAR CHILDREN. THEY'RE SCREAMING!

CAPTAIN ALLSAFE SEES SOMETHING HAPPENING BELOW.

THIS IS A JOB FOR CAPTAIN ALLSAFE! DON'T WORRY KIDS, I'LL SAVE YOU!

HEY! WHAT DO YOU THINK YOU'RE DOING?

HAPPY BIRTHDAY TO...

HEY!

CAPTAIN ALLSAFE, IF I WERE YOU, I'D THINK ABOUT HAVING A HOLIDAY.

ME? GO ON HOLIDAY?

IF I DID THAT, THE PEOPLE OF THIS CITY WOULDN'T BE SAFE!



READING COMPREHENSION

5 Number the events from the story in the order they happened.

- a Captain Allsafe ties up a 'dinosaur'.
- b Captain Allsafe sees a 'fire' and blows it out.
- c Captain Allsafe sees smoke. He throws water and puts out the 'fire', pouring water onto the barbecue!
- d Captain Allsafe is flying over the city and everything seems calm and quiet.
- e Captain Allsafe hears children screaming.
- f Captain Allsafe says that maybe he should go on a holiday.
- g A woman brings out a birthday cake.



**THINK
BIG**

Why doesn't Captain Allsafe want to go on holiday? If you were Captain Allsafe, would you go on holiday? Why? If you could give Captain Allsafe some advice, what would you tell him?



2:18
6

Listen and read. What would Ben and Alexa do if they had a certain super power?

Ben: I'm reading about this guy who can make objects move just by thinking about them. Isn't that cool?

Alexa: That's very cool. I wish I could do that.

Ben: Yeah? If you could move things with your mind, what would you do?

Alexa: I'd clean up my room - hands-free, no physical effort.

Ben: You're thinking too small, Alexa. If I had that power, I'd move our town closer to the beach.

Alexa: Oh! I like that. Then we could move all our friends' houses next to our houses.

Ben: Now you're getting the idea.

7

Practise the dialogue in 6 with a partner.

2:19
8

Listen and match. What would each person do? Make complete sentences.

go back in time

have any job

have anything to eat

talk to animals

1 If Maya could , she'd .

2 If Kelly could , she'd .

3 If Luke could , he'd .

4 If Daniel could , he'd .



Warm-Up

- Have pupils preview the pictures in Activity 8. Pupils can work in pairs to create sentences to describe each picture. One partner begins the sentence with one word; then each partner takes a turn adding one word at a time until they have complete sentences. Model: *This picture shows a Maths test with a good mark.* Have pairs compare their descriptions with other pairs' descriptions.



Have pupils choose one of the pictures and give one-word clues to a partner, who tries to guess which picture is being described.

Using Page 58

6 2:18 Listen and read. What would Ben and Alexa do if they had a certain super power?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about what people would do if they had super powers.

- Tell pupils they will listen to two friends -Ben and Alexa- talking about super powers.
- Read the directions. Play audio track 2:18 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Encourage pupils to answer in complete sentences where appropriate. Ask: *What does Alexa wish she could do?* (She wishes she could move things with her mind.) *What would she do if she had that power?* (Her first idea is she would use it to clean up her room.) *What would Ben do if he had that super power?* (He would move their town closer to the beach.) *What idea does Alexa add to Ben's?* (They could move all their friends' houses next to theirs.)

7 Practise the dialogue in 6 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.

8 2:19 Listen and match. What would each person do? Make complete sentences.

- Read the directions aloud. Have pupils look at each picture and describe it. Then have volunteers read the sentences aloud. Play audio track 2:19. Complete the first item as a class and then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 *If Maya could go back in time, she'd spend more time studying.*, 2 *If Kelly could have any job, she'd be a doctor.*, 3 *If Luke could have anything to eat, he'd have ice cream.*, 4 *If Daniel could talk to animals, he'd know what Kiku was saying.*)

- Assign Activity Book page 47 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write sentences about what they'd do if they had one of the super powers described in this lesson. Then invite partners to interview each other about their super powers and plans.

OBJECTIVES

To talk about what people would do if they had super powers

To talk about what would happen if something else were true

To use unit language in context

Key Vocabulary

Nouns: mind, people, time

Verbs: able, have, move, read, travel

Adjectives: super

Materials

Audio tracks 2:18–19

Audioscript, pages T143–144

Digital activities: MyEnglishLab



Page 47

Answers on page T154

OBJECTIVES

To use conditional sentences with *if* to talk about situations that are not true or contrary to fact

Key Vocabulary

Nouns: minds, star, super power

Verbs: be, breathe, choose, dream, explore, go, listen, make [up], meet, read [people's minds], stay

Materials

Newspapers, magazines and books

Slips of paper

Interactive activity / Game (eText)

Digital activities: MyEnglishLab

AB

Pages 48–49

Answers on page pages T154–155

Warm-Up

- To get pupils ready for using sentences with *if* clauses, have them start thinking about things they would like to have or do (but haven't got or can't do now) and people they would like to be when they're older. Help them make a T-chart with the labels *Would like to* and *Then I could*. Provide some examples: *have a dog/teach him tricks; have superhuman strength/move my house to the beach; go on a holiday to Nepal/climb the Himalayas; be a film star/be recognised everywhere I go*. Have pupils prepare charts in small groups. Tell pupils they'll find out how to talk about what they've listed in this lesson.

Using Page 59

9 Choose the correct verbs to complete the sentences.

INVOLVE Explain the lesson objective – pupils will use *if* clauses and result clauses in sentences to talk about what would happen if something were true.

- Have volunteers read the sentences in the first grammar box aloud.
- Review contractions that include *would* (*I'd, you'd, he'd, she'd, it'd, we'd, they'd*). Point out that these contractions combine a subject pronoun and the verb *would*.
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 *could breathe, would explore, 2 owned, would ride, 3 ate, would be, 4 could read, would know*)



Point out that a result clause can come before an *if* clause. Model: *I would explore the bottom of the sea if I could breathe underwater*. Have pupils change the order of the clauses in Items 2–4. Ask: *How does the punctuation change when the order is switched?* (There's no need for a comma between the clauses when the *if* clause comes at the end of a sentence.)

10 Choose phrases from the box to complete the questions. Then answer the questions for you. Make complete sentences.

- Have volunteers read the questions and answers in the second grammar box aloud.
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently in their notebooks.

MONITOR Invite volunteers to share their answers with the class. Check for correct use of *if* and result clauses. (Answers: 1 *where else would you be now? Pupil's own answer, 2 who would you like to meet? Pupil's own answer, 3 what would you dream about? Pupil's own answer, 4 whose mind would you read? Pupil's own answer, 5 when would you travel to? Pupil's own answer*)

- Assign Activity Book pages 48–49 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write two or three sentences using this frame: *If I could..., I'd... .* Then have them write each clause on a separate slip of paper and mix up the slips. Suggest that pupils use what they listed on their charts for the Warm-Up activity. Challenge classmates to assemble the sentences.
- Have pupils play Unit 5, Game 1 on the eText.

if clause

If I **were** you,

If he **made** his bed every day,

If she **could have** one super power,

result clause

I'd **choose** something else.

his mum **would be** happy.

she'd **breathe** underwater.

Tip: Use *if* to talk about situations that are not true or contrary to fact. For example: *If I were you = I'm not you.*



9

Choose the correct verbs to complete the sentences.

- 1 If I (could breathe / would breathe) underwater, I (will explore / would explore) the bottom of the sea.
- 2 If I (owned / will own) a horse, I (would ride / will ride) it every day.
- 3 If you (ate / will eat) healthier food, you (are going to be / would be) stronger.
- 4 If we (can read / could read) people's minds, we (knew / would know) when they were lying.

If you **didn't have to go** to school, what **would** you **do** every day?

If I **didn't have to go** to school, I **would stay** home and **listen** to music all day.

If you **could go** anywhere, where **would** you **go**?

If I **could go** anywhere, I'd **go** to Paris.

10

Choose phrases from the box to complete the questions. Then answer the questions for you. Make complete sentences.

- 1 If you could be in two places at the same time, ?

Answer: ?

- 2 If you could meet a TV or film star, ?

Answer: ?

- 3 If you could make up your own dreams, ?

Answer: ?

- 4 If you could read people's minds, ?

Answer: ?

- 5 If you could travel through time, ?

Answer: ?

who would you like to meet?
whose mind would you read?
when would you travel to?
where else would you be now?
what would you dream about?

2:27

11

Listen and read. Which idea involves a computer reading your mind?

CONTENT WORDS

adhesive computer designer digital electrodes gecko technology tweet

Super Power... or Science?

Can scientists invent super powers? Read about ways in which humans are able to do things beyond what we think of as human abilities.

Wall Climbing

Have you ever seen a gecko climb up a wall and wondered why it didn't fall off? Geckos have got very sticky feet which keep them from slipping off the wall. If a human could climb like a gecko, it would seem like a super power. Scientists are experimenting with plastic to make an adhesive (a kind of glue) that will let humans climb up walls and they are close to working it out!

Think and Tweet

How would you like to be able to tweet without using a keyboard? Believe it or not, there's a scientist who's trying to make this possible! His experiment involves wearing a cap with electrodes. While wearing the cap, he concentrates on one letter at a time, spelling out his message on a computer screen – slowly! He's able to tweet eight letters a minute. But in the future, who knows?



All Digital, All the Time

Mark Rolston, a computer designer, thinks that computers, as we know them – a monitor, a keyboard, speakers – limit us. He believes that digital technology should be available to us everywhere. For example, in your kitchen, you should be able to watch the news on the kitchen table, make a video phone call on your refrigerator and read a recipe on the wall above your cooker. Would you like that?

12

Read 11 again and say **true**, **false** or **doesn't say**.

- 1 It's very possible that humans will soon be able to climb up walls.
- 2 Scientists are hopeful that soon they'll be able to 'think and tweet' a hundred letters a minute.
- 3 According to Mark Rolston, there are only a few things that digital technology can do for us at present.



Warm-Up

- Ask: *What can some animals do that people can't do?* Write answers on the board. (Sample answers: fly, live underwater, change their skin colour, live in very cold conditions) Say: *Something you can do is an ability. Animals have got some abilities that people haven't got. Science can help us develop new abilities.*
- Have pupils discuss how science can help people gain the animal abilities that are listed on the board. (Sample answers: People use planes to fly, diving equipment to stay underwater for a long time and clothing to change their appearance or tolerate the cold.)

Using Page 60

- 11**  **2:21** Listen and read. Which idea involves a computer reading your mind?

INVOLVE

Explain the lesson objective – pupils will read and talk about how science may be able to give people new abilities.

- Preview the article by having pupils read the Content Words aloud. Ask pupils to share their understanding of these words. Then have pupils describe what they see in each picture.
- Play audio track 2:21 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *What can a gecko do that people can't do?* (climb up walls) *How do geckos climb?* (They've got very sticky feet.) *How are scientists working to give people this ability?* (They are experimenting with plastic to make an adhesive that people can use to climb.) *What does 'Think and Tweet' refer to?* (sending a message without using a keyboard) *What does Mark Rolston believe about digital technology?* (It should be available to us everywhere.) *Which idea involves a computer reading your mind?* (Think and tweet.)

- **21st Technology Literacy** Explain that an electrode conducts electricity. The scientist who tweets by thinking places electrodes in a cap on his head. The electrodes detect electrical energy in the brain, which allows him to send messages without using his hands. Ask: *What other tasks might you do with this technology?*

ASSIST

Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to determine its meaning.

- **21st Media Literacy** Encourage pupils to find out more information about computer designer Mark Rolston. Say: *There's also an actor named Mark Rolston. How can you use the internet to find out more information about the computer designer? How can you be sure you find information about the right Mark Rolston?* (Sample answers: Enter his name and the word 'computer' in a search engine./Read sites carefully to make sure you aren't reading about the actor.)

- 12** Read 11 again and say *true, false or doesn't say*.

- Read the directions aloud and have pupils work in pairs to find the answers.

MONITOR

Review answers as a class. (Answers: 1 true, 2 doesn't say, 3 false)

- Assign Activity Book page 50 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils draw cartoons that show people using one of the scientific advances described in the article. Post cartoons and ask the class to describe the scientific advance.
- Have pupils view the Unit 5 video segment. Use the Video Guide.

OBJECTIVES

To read and talk about scientific advances that seem like super powers

To read and understand a science text

Content Words

adhesive, computer designer, digital, electrodes, gecko, technology, tweet

21st Century Skills

Technology Literacy
Media Literacy

Materials

Phones or video cameras
Audio track 2:21
Video (eText)
Interactive activity (eText)
Digital activities:
MyEnglishLab

AB

Page 50

Answers on page T155

TEACHING TIP

Intonation

Reading aloud can help pupils practise intonation. After pupils have listened to audio track 2:21, encourage them to take turns reading the article aloud in small groups. Model different intonation for the questions and answers. If possible, allow pupils to record their readings and compare their recordings with the audio.

OBJECTIVES

To read and talk about superheroes from different cultures

To connect a text to personal experiences

Content Words

android, armour, bolt of lightning, meteorite, reflexes

21st Century Skills

Media Literacy
Critical Thinking

Materials

Index cards
World map or globe
Phones or video cameras (optional)
Audio track 2:23
Digital activities:
MyEnglishLab

AB

Page 51

Answers on page T155

TEACHING TIP

Recognising Sentence Fragments

Point out that the phrases in the bulleted lists of powers on these cards aren't complete sentences. Ask pupils to turn each fragment into a sentence by adding a subject. Model: *Cat Girl Nuku Nuku is a highly advanced android. Meteorix has got superhuman strength.*

Warm-Up

- Ask: *Who in our class has got the super power of mind reading?* Have pupils play a mind-reading game to find out. Write these vocabulary items on the board: *android, armour, bolt of lightning, meteorite, reflexes*. Have pupils create vocabulary cards for the words and take turns choosing and thinking about one card. Partners try to guess which card their partner picked. Find out which pupil(s) got the most correct guesses out of five or ten attempts.

Using Page 61

- 13  2:23 Listen and read. Which hero comes from a country that is an island?

INVOLVE Explain the lesson objective – pupils will read and talk about superheroes from different cultures.

- Ask pupils to preview the article by looking at the 'cards' and describing each superhero. Then encourage them to identify similarities and differences. Encourage pupils to listen for and note down the vocabulary items they used for the Warm-Up activity.

- Play audio track 2:23 and have pupils listen and read along. Pause after each superhero 'card' and have pupils explain the superhero's abilities.

MONITOR Ask questions to check comprehension: *What does Cat Girl Nuku Nuku do when she isn't fighting crime?* (She's a pupil.) *What happens when Meteorix swallows a meteorite?* (His body is covered with blue armour.) *How can Bantul move things?* (He can move things by blowing air from his mouth.) *Which hero comes from a country that's an island?* (Cat Girl Nuku Nuku comes from an island.)

ASSIST Replay the audio as needed. Answer any questions about vocabulary or grammar structures. Say: *An android is a robot that looks like a human. Reflexes are reactions. Armour is a hard covering that keeps someone safe from harm. A meteorite is a rock from outer space.*

- Have pupils use a world map or globe to locate the places described in the article: India, Japan, Mexico.

CHALLENGE Encourage pupils to provide definitions for the vocabulary items. Ask: *What clues did you use to help you determine the meanings?* Remind pupils to consult a dictionary if they're not sure about specific word meanings.

- 21st Media Literacy** Point out that most superheroes have got a 'superhero name' and an 'everyday name'. Ask: *Why do superheroes need to have two names?* (Sample answer: They need to hide their powers so that they fit in with others. They need a special name for when they transform into a hero.)

- 14 Read 13 again. Which hero or heroes...

- Read directions aloud and have pupils complete the activity independently.

MONITOR Check answers as a class. (Answers: 1 Bantul the Great, Cat Girl Nuku Nuku, Meteorix, 2 Cat Girl Nuku Nuku, 3 Meteorix, 4 Bantul the Great)

THINK BIG 21st Critical Thinking

- Read the directions and questions aloud. Have pupils work in pairs to ask and answer the questions.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language as pupils discuss the superheroes and their abilities.

- Assign Activity Book page 51 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils role play a scene with one of the superheroes described from the article. Suggest that they show how the superhero changes from an everyday person into a superhero and then uses his or her powers to help someone. If possible, record scenes using phones or video cameras.

2:23



Listen and read. Which hero comes from a country that is an island?

SUPERHEROES FROM DIFFERENT CULTURES

Superheroes come with all kinds of talents and abilities. And they come from all over the world. Take a look at some of them!

Superhero name:
Bantul the Great

Everyday name:
Bantul

Everyday occupation:
Various odd jobs

Country of origin: India

Powers:

- is extraordinarily strong
- can move big things by blowing air from his mouth
- has got hair so tough that each strand is like a thorn



Superhero name:

Cat Girl Nuku Nuku

Everyday name: Atsuko
'Nuku Nuku' Natsume

Everyday occupation:
Pupil

Country of origin: Japan

Powers:

- is a highly advanced android
- has got the reflexes and senses of a cat
- has got superhuman strength



Superhero name:

Meteorix

Everyday name:

Aldo

Everyday occupation:
Pupil

Country of origin: Mexico

Powers:

- has got superhuman strength
- can throw bolts of blue lightning
- can cover himself with blue armour by swallowing a meteorite



14

Read 13 again. Which hero or heroes...

- 1 can move very heavy things?
- 2 is like a cat?
- 3 can eat hard stone from outer space?
- 4 has got thick, strong hair?

THINK BIG

Do you know any other superheroes? What are some of their powers and special skills?

Why do you think people like to read stories about superheroes?

15 Create and describe a superhero character of your own. Use the questions to help you. Take notes and discuss with a partner.

- What are your character's superhero and everyday names?
- What is his or her everyday occupation?
- What is his or her country of origin?
- In what time period does your character live?
- What does he or she look like?
- Has he or she got a family? If so, describe each member.
- What are your character's super powers?
- What is your character's mission?



16 Use your answers in 15 to copy and make a card about your character in your notebook. Draw a picture.

Superhero name: ?

Everyday name: ?

Everyday occupation: ?

Country of origin: ?

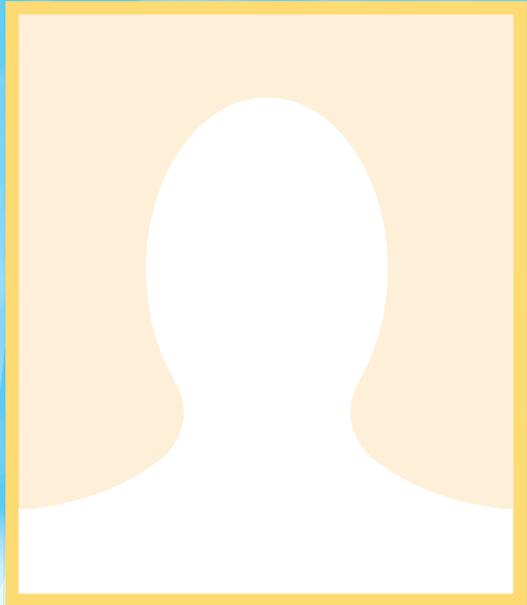
Time period: ?

Description: ?

Family: ?

Super powers: ?

Mission: ?



17 Swap and talk about your superhero cards. Which ones do you like best?

Warm-Up

- Have pupils play *Twenty Questions* (see *Game Bank*, page T137, for details) to guess superheroes. Pupils take turns pretending to be a superhero and classmates ask *yes/no* questions to try to guess the superhero. Model sample questions: *Can you fly? Are you very strong? Do you wear a cape?*

Using Page 62

- 15** Create and describe a superhero character of your own. Use the questions to help you. Take notes and discuss with a partner.

INVOLVE

Explain the lesson objective – pupils will create and then write about superheroes.

- Read the directions and questions aloud. Then have pupils work in pairs, taking turns asking and answering questions. Tell pupils to take notes.

MONITOR

Have volunteers share their answers.

ASSIST

Provide new vocabulary as needed. Use simple language and gestures to define unfamiliar terms in the questions. Say: *An occupation is a job. A country of origin is the country where someone was born. A mission is a calling, something that a person feels he or she must do.* To help pupils come up with super powers, remind them about the amazing things that animals can do and people can't (page 60). Suggest that they create superheroes with abilities animals have got.

- 16** Use your answers in 15 to copy and make a card about your character in your notebook. Draw a picture.

- Read the directions aloud. Have pupils use the superhero cards on page 61 as models. Then have them work independently to complete their cards.

MONITOR

Check that pupils have completed each item on their card.

ASSIST

Provide pupils with vocabulary as needed to describe their characters.



Have pupils create cards for existing superheroes. Provide them with comic books or other source materials for information.

- 17** Swap and talk about your superhero cards. Which ones do you like best?

- Read the directions aloud. Have pupils work in small groups to swap and talk about cards.

MONITOR

Gently correct any errors in use of language as pupils discuss their cards.

- Assign Activity Book page 52 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils create superhero challenges. Two pupils describe their superheroes. Another two pupils describe a situation, such as putting out a forest fire, stopping corruption, etc. One or more pupils act as judge to decide which superhero would be best suited for the situation. Model a situation and the best choice: *Imagine there was a giant storm and trees were falling everywhere. If Tim's and Martina's superheroes were there, which one would be the most helpful? If Martina's superhero were there, he could run like lightning from tree to tree. He could make sure each tree fell safely.*

OBJECTIVES

To create and then write about a superhero

To write about character traits

21st Century Skills

Environmental Awareness

Materials

Comic books or other source materials about superheroes

Digital activities:
MyEnglishLab

AB

Page 52

Answers on page T155

TEACHING TIP

21st Environmental Awareness

Encourage pupils to think of ways superheroes could help improve the environment.

Say: *Make a list of problems that a superhero might help with, such as pollution, endangered animals or lack of water.* Have pupils choose abilities for the superheroes that will help them solve one of these environmental problems.

OBJECTIVES

To learn about the importance of taking positive steps for the future

To create a page for a class book of positive actions for the future

21st Century Skills

Global Awareness
Critical Thinking

Materials

Magazines
Art supplies

Digital activities:
MyEnglishLab

TEACHING TIP

21st Global Awareness

Say: *Positive steps for the future can help the entire planet.*

But you can't be everywhere at once.

Write the slogan 'Think globally, act locally' on the board and ask pupils to explain what it means. (Sample answer: We need to think about the future of the entire planet but the best way to make changes for the future is to take smaller steps where we live.)

Warm-Up

- Write the word *Problems* on the board. Help pupils create a word web to list problems on our Earth today that people can do something about, such as pollution, not enough fuel, too many trees being cut down, etc., and things people can do to help. Encourage pupils in small groups to discuss the webs, talking about both the problems and the solutions.

Using Page 63

- 18** In real life, no one has super powers. But there have been some super achievements. Discuss them with a partner and decide which three are the greatest.

INVOLVE Explain the lesson objective – pupils will talk about taking positive steps for the future of our world. Then they'll create a page for a class book with their best ideas for positive steps.

- Read the directions aloud. Have pupils discuss in pairs the list and decide which three are the greatest.

MONITOR Check that pairs identify three achievements. Then poll the class to see which ones the class thinks are the greatest.

ASSIST Provide pupils with definitions as needed. Say: *To prevent means to stop.* Encourage pupils to give reasons for their choices. Model: *I think that Number 47 is one of the greatest achievements. We use water every day to stay clean, to cook and to drink. I can't imagine life without clean water at home and at school.*

- 19** Make a list of three positive steps you could take to help with the future of our world. Discuss them with a partner and choose the best one.

- Read the directions aloud. Have pupils work independently to write three positive steps. Then have pupils decide in pairs which of their steps is best.

MONITOR Check that pupils use *if* clauses correctly to talk about what they would do.

ASSIST Provide pupils with examples of positive steps they might take. Model: *If I could do more things to help improve the world, I'd help protect animals that are in danger, I'd plant trees to help make the air cleaner and I'd work to make computers cheaper so everyone in the world could share ideas.*

THE BIG^{EST} Critical Thinking

- Read the questions aloud and encourage pupils to express themselves as best they can. Write their answers on the board. Then place pupils in small groups to discuss the questions and write their answers in their notebooks.

MONITOR Check for proper use of grammar and vocabulary.

- 20** Create a page for a class book about positive steps for the future. Share your page with the class.

- Read the directions and steps aloud.
- Have pupils complete their pages independently. Then have pupils collaborate and review one another's work before deciding on the best way to organise their class book and a title for it.

MONITOR Check that pupils' pages describe a positive step for the future clearly. Invite pupils to share and talk about their pages.

ASSIST Encourage pupils to use pictures from magazines and newspapers to illustrate their page. Help them use the target language correctly.

Application and Practice Activity

- Have pupils collect their pages and create a class book. Encourage them to choose an appropriate title and cover illustration. Make the book available to other classes or share it with parents during school conferences.

18 In real life, no one has super powers. But there have been some super achievements. Discuss them with a partner and decide which three are the greatest.

We have...

- | | |
|---|--|
| 1 visited the moon. | 2 invented alphabets and writing. |
| 3 invented hot-air balloons and aeroplanes. | 4 mapped the stars. |
| 5 found ways to prevent and cure many diseases. | 6 learnt how to use electricity. |
| 7 created systems that bring clean water into homes. | 8 invented the internet. |

19 Make a list of three positive steps you could take to help with the future of our world. Discuss them with a partner and choose the best one.

If I could do three things to help improve the world, I would... ?

THINK BIG

Why is it important to think about the future of the world now? What can you do to help people start thinking about our world's future?

If I could do one thing, I'd help clean up our oceans and seas!

PROJECT

20 Create a page for a class book about positive steps for the future. Share your page with the class.

- 1 Create a page for your best positive step for the future from **19**.
- 2 Draw pictures or use pictures from magazines to illustrate it.
- 3 Show your page and talk about why the step is important.



Listening and Speaking

2:24



Listen, read and repeat.

- 1 walked 2 cleaned 3 painted

2:25



Listen and blend the sounds.

- | | | | | | |
|---|------------|---------|---|------------|---------|
| 1 | w-a-tch-ed | watched | 2 | cl-i-mb-ed | climbed |
| 3 | w-a-n-t-ed | wanted | 4 | l-oo-k-ed | looked |
| 5 | c-a-ll-ed | called | 6 | e-n-d-ed | ended |

2:26



Listen and chant.

We walked in the jungle
And we climbed trees
Which ended in the sky!
We looked at birds
And we wanted to fly!



24

Conduct an interview.

act in a film with any actor become invisible
have any kind of pet live anywhere
move things with your mind sing with any musician or band
travel anywhere in the world

- 1 Choose a classmate to interview.
- 2 Ask him/her questions using the ideas in the box. Note down their answers.



If you could travel anywhere in the world, where would you go?

If he could travel anywhere in the world, he'd go to Argentina to see the penguins.



I'd go to Argentina. I'd love to see the penguins!

Warm-Up

- Create a three-column chart to brainstorm topics. Label the columns: *Bands or Musicians*, *Pets*, *Actors*. Have pupils take turns adding words or names to the chart. Provide pupils with words as needed. Challenge the class to list at least ten items in each column. Tell pupils they'll use the chart to help them with a later activity (Activity 24).

Using Page 64

21 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds /t/, /d/ and /id/ individually and as part of words. Then they'll review talking about what they'd do in different unreal situations.

- Read the directions aloud. Play audio track 2:24 and have pupils listen and point to each sound as it's said. Have pupils repeat.

MONITOR

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

22 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's sounded out and blended on the audio.

MONITOR

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

- Replay the audio as needed.

23 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.

24 Conduct an interview.

- Read the directions and steps aloud. Have two volunteers read the speech bubbles aloud. Read the phrases in the box aloud.
- Have pupils interview their partners.

MONITOR

Check that pupils know how to form each question properly before interviewing classmates. Encourage pupils to use complete sentences as they ask and answer questions.

ASSIST

Provide pupils with vocabulary as needed. Make sure pupils understand each situation they're asked about.

- Provide a world map or globe to help pupils complete two of the sentences about travel and places to live.

CHALLENGE

Encourage pupils to add one more situation to the first column of the chart. Model: *If I could be in two places at once ... ; If I could run at lightning speed ... ; If I could meet any character from a film*

Application and Practice Activity

- **21st Media Literacy** Draw a quick sketch of a person thinking. Use a cloud-shaped speech bubble. Say: *In comics, a speech bubble in the shape of a cloud or thought bubble, shows what a character is thinking.* Have pupils draw cartoons with a character and a thought bubble. Model: *If Paul could have any job, he'd be a famous basketball player.* A cartoon would show Paul and a thought bubble with an illustration of a famous basketball player. Invite pupils to share their cartoons with the class and then display them in the classroom.

OBJECTIVES

To identify and say the letters and sounds /t/, /d/ and /id/ individually and as part of words

To talk about what they would do in different situations

To talk about unreal situations

21st Century Skills

Media Literacy

Materials

World map or globe

Audio tracks 2:24–26

Digital activities:
MyEnglishLab

TEACHING TIP

Commonly Confused Words

Remind pupils that many words are easy to confuse because they're very similar, such as *could* and *would*. Encourage pupils to keep lists of words that are easily confused. For each word, pupils can write a definition and sample sentence. Ask pupils to share any strategies they use to help them distinguish between these words.

OUTCOMES

Pupils can talk about what they would do in different situations.

Pupils can talk about unreal situations.

21st Century Skills

Self-Direction

Materials

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 53

Answers on page T155

TEACHING TIP

Ending a Unit

Have pupils help out by taking down the bulletin-board display to prepare for the next unit. As pupils do this, encourage them to share what they have learnt by using or creating each one. Allow pupils to take home and share with their families what they made for the displays.

Warm-Up

- Have pupils create word puzzles by writing sentences, leaving blanks for unit vocabulary words. Challenge classmates to guess the words that belong in the blanks. Model: *If I could ... people's minds, I would always know what my mum is really ...*

Using Page 65

- 25** Complete the sentences with the correct phrases from the box.

INVOLVE Explain the lesson objective – pupils will review the vocabulary and grammar they have learnt in Unit 5.

- Read the directions and words or phrases in the box aloud. Have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 read my mind, 2 be invisible, 3 had superhuman strength, 4 travel through time, 5 run at lightning speed, 6 fly)

- 26** Complete the sentences using the words or phrases in brackets and your own information.

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

MONITOR Check answers as a class. (Sample answers: 1 If I could fly, I'd visit my relatives in Singapore., 2 If I could become invisible, I'd watch what happens in the head teacher's office., 3 If I could have superhuman strength, I would carry my friends all the way to school on my back., 4 If I could run at lightning speed, I would run a marathon – and win!, 5 If I could travel through time, I'd visit my own future., 6 If I could read people's minds, I would pass my exams., 7 If I could be a scientist, I'd create a time machine, 8 If I could be older, I would stay out late., 9 If I could meet someone from the past, I'd like to meet Tesla., 10 If I could be a famous person for a day, I'd give interviews and be on TV.)

ASSIST Provide the first part of each sentence. Model: *If I could become invisible, I would ...*

beginning Provide pupils with choices to complete each sentence. Model: *If you could have superhuman strength, would you carry people, lift buildings or move cars?*

- **Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should 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 work in small groups and list superhuman powers from the unit. Then have them use the powers to complete the sentence frame: *If I could ..., I'd ...*. Have pupils write the frames again but, this time, just list the second part of the sentence. Tell groups to swap with another group, which then fills in the first part of the sentence. Have the two groups compare what they wrote. Are the super powers they listed the same?
- Have pupils play Unit 5, Game 2 on the eText.

25 Complete the sentences with the correct phrases from the box.

be invisible	fly	have superhuman strength
read my mind	run at lightning speed	travel through time

- If you could **?**, you'd know what I'm thinking right now.
- I wish I could **?** right now. I don't want anyone to see me.
- In the film, the hero **?** so he lifted the car off the railway track.
- In the story, the character could go back to the past. He could **?**.
- He's a gold medallist in athletics. He can practically **?**!
- If we could **?**, we wouldn't need to spend money on plane tickets!

26 Complete the sentences using the words or phrases in brackets and your own information.

- | | |
|--|---|
| 1 (fly)
If I ? , I ? . | 2 (read people's minds)
If I ? , I ? . |
| 3 (become invisible)
If I ? , I ? . | 4 (be a scientist)
If I ? , I ? . |
| 5 (have superhuman strength)
If I ? , I ? . | 6 (be older)
If I ? , I ? . |
| 7 (run at lightning speed)
If I ? , I ? . | 8 (meet someone from the past)
If I ? , I ? . |
| 9 (travel to the future)
If I ? , I ? . | 10 (be a famous person for a day)
If I ? , I ? . |

I Can

- talk about what I would do in different situations.
- answer questions about unreal situations.