



step
by
step

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step by step

приручник за наставнике



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INTRODUCTION

This is the sixth book in the series for primary schools designed for 6th grade students who have already had English. It offers enough material for one school year with two classroom periods per week. The course material consists of a Student's Book, a Workbook, a Teacher's Book and a CD.

The Student's Book covers 70 hours of classroom teaching. It is divided into eight Modules and an Introductory Unit about summer holidays. Each Module is divided into two lessons and some Modules contain a Culture Corner as well. There are three Culture Corners in the book which provide some basic information about food, James Cook and the United Kingdom. There is also one Page Plus which deals with bullying. There is a list of irregular verbs and a wordlist at the end of the book.

Each lesson is clearly structured. It consists of a lead-in to the topic, reading and / or listening, a grammar box, a vocabulary spot, speaking and writing tasks and a number of follow-up activities.

The Workbook provides further vocabulary, grammar, reading and writing practice that can be incorporated into the lesson in class or given as homework. Teachers can choose from the various types of materials offered in the Workbook. There are many different types of materials that are divided into vocabulary and structure practice, homework exercises, additional work for those students who need more practice and extra practice for those who finish early.

The CD contains all the recorded listening material. All the items on the CD are numbered and indicated in the Student's Book.

The Teacher's Book contains detailed lesson plans with additional teaching ideas, short background notes, as well as answer keys to the Workbook and Student's Book.

BASIC AIMS:

- to foster and maintain interest and to develop a positive attitude towards learning English as a foreign language. For this purpose, the Student's

Book teaches topics that seventh graders are familiar with;

- to create a context rich in language input in order to make language acquisition possible and to improve the learners' language competence by building on previously acquired knowledge;
- to develop the four skills (speaking, listening, reading and writing);
- to offer various learning strategies and raise awareness of different learning processes;
- to motivate students to use their knowledge of other subjects in the process of learning English;
- to encourage and develop independence, self-confidence, responsibility, and creativity in students;
- to train students for lifelong learning.

KEY FEATURES

GRAMMAR

Grammar points are taught in the context of a topic, through a reading or listening text. Students are encouraged to draw conclusions about the use of a certain grammatical structure. In this way, they learn not only the language but about the language itself. The rules of form, use and meaning are highlighted in a grammar box.

VOCABULARY

Strong emphasis is put on the importance of dealing with meaningful chunks of language in context. Therefore, students are exposed to common collocations, phrasal verbs and fixed expressions. The Teacher's Book provides a number of different vocabulary presentation techniques (paraphrase, illustration, synonyms, translation, associated ideas, collocations, mime, etc.), as well as vocabulary ac-

INTRODUCTION

tivities for recycling and revision (memory games, quizzes, gap-filling activities, etc.).

LISTENING

Listening materials vary from narrative texts to situational dialogues and conversations. They are aimed at developing different listening skills ranging from listening for gist to listening for details. Listening tasks include: true-false sentences, comprehension questions, fill-in exercises, matching exercises and multiple-choice exercises.

Listening is preceded by some preparatory discussion on the topic, such as predicting what students will hear, or describing a picture. Listen to the recordings at least twice.

READING

Reading activities serve as a ground for vocabulary development and a natural context for grammar exercises. Lead-in and post-reading activities are clearly structured in each of the lessons.

It is important to build up interest before reading by setting pre-reading tasks. In this way, students are prepared for the process of reading and then guided through the text with a set of tasks to perform. Reading aloud is a valuable tool, so use reading aloud as often as possible.

SPEAKING

The topics and texts provide opportunities for speaking practice, such as retelling, summarising, discussing and expressing personal opinion.

Students are encouraged to speak in groups and pairs because in this way students have more opportunity to use and practise the language. Most of the activities are aimed at fluency, not accuracy,

so try not to correct all the mistakes because you will interrupt the communication. Correct the mistakes that hinder communication, help the students when they hesitate or struggle, and explain the lesser mistakes after the student has finished talking.

WRITING

Writing is integrated with other skills. It is guided, but always motivating and interesting, enabling students to express their views and experience. Writing tasks include: writing about a typical day, describing animals, writing a report about a school library, parties and party invitations, people in the past, yesterday's activities, emails, a fictional experience on a desert island, my village / town, writing horoscopes and predictions, making plans for a trip.

PROJECT WORK

Project work gives students the chance to show their creativity and imagination.

The work is not focused on a specific language structure, but on integrating all the skills around a certain topic.

There are two projects in the book. The first is My favourite animal and the second is Famous people from the past, but there are suggestions for additional projects in the Teacher's Book. You can also assign other projects in accordance with your students' interests.

CULTURE

There are three Culture Corners in the book which provide some basic information about food, James Cook, and the United Kingdom. They should be used as a basis for independent learning and projects.

INTRODUCTORY UNIT

SUMMER FUN IS OVER – WELCOME TO GRADE SIX

Suggested time: 1 period

Objectives

- * to familiarise students with the coursebook
- * to revise the vocabulary related to summer holidays

1 Welcome your students.

Since this is the first lesson, allow some time to familiarise the students with the Student's Book (SB) and the Workbook (WB). You can even ask them some questions about the content.

How many units are there? How many lessons are there?

Which country is the Culture Corner about?

What is a tapescript? Where can we find it?

What is at the very end of the book?... etc.

Set a time limit and let them leaf through the book to find each answer.

2 To start revising the vocabulary related to summer holidays, play an association game. You put a word on the board and the students have to come up with another, in some way connected to it. E.g.

beach - sand	sea - swim	travel - suitcase
sandcastle	dive	holiday
towel	starfish	summer... etc.

Help them and lead them to the target vocabulary (you can mime the word). In this way, you will go through the vocabulary in Task A (in the SB).

Option - You can ask your students to try and make a sentence using two words that are associated (from the lists on the board). Possible examples:

*There is a lot of **sand** on a **beach**.
You can **swim** and **dive** in the **sea**.
You need a **suitcase** to **travel**... etc.*

Keep the sentences simple.

Let the students do Task B (in the SB). They can choose from the words on the board or in the book. Sometimes they will have the words only they associate with summer, like *Granny's place, dancing, sleeping, computer games....* Encourage them to read them and compare.

Ask them to justify their choices.

Now you can do Tasks A and B (in the WB) as pair work. Check their answers.

3 To further practise vocabulary, move on to Task D (in the SB) where they have to make sentences about their likes and dislikes. You can expand this by asking them to give reasons.

E.g. I don't like travelling by boat because I always get seasick...etc.

4 Task E is group work. They have to come up with the summer words starting with the letter s. Give them a time limit (2 minutes). If there is time, you can do the same with other letters.

5 To finish off the lesson, let your students do Task F - wordsearch individually. Limit the time to 5 minutes. Advise them to use coloured pencils.

Task G is optional: the students who want to do this can do it for homework. This task is very challenging, but encourage stronger students to give it a try.

Suggested homework: Tasks D, E and F in the Workbook (these tasks make a logical unit).

Workbook key:

Task A: 1 August; 2 beach; 3 hot; 4 flip flops; 5 ice cream; 6 sandcastle; 7 swimsuit; 8 dive; 10 holidays

Task B: August, beach, dive, flip flops, holidays, hot, ice cream, swim

Task C: a) towel; b) parasol; c) sandals; d) sun hat; e) sun cream; f) sun glasses

MODULE 1: THE LIFE OF TWELVE YEAR OLDS

LESSON 1

What do you think about twelve year olds?

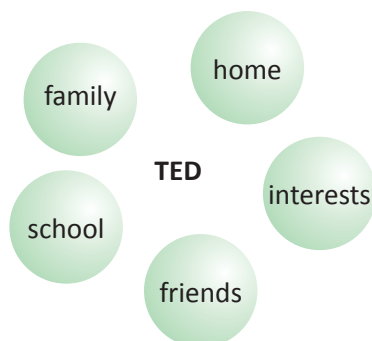
Suggested time: 3 periods

Objectives

- * to talk about yourself, family, home, school, friends and interests
- * to develop reading skills
- * to revise the present simple for routines
- * to revise adverbs of frequency and their position in sentences
- * to develop speaking skills

Step 1

- 1 To introduce the topic, ask your students the personal questions in Task A (in the SB).
- 2 Write TED in the middle of the board. Tell your students that they are going to meet a teenage boy. Ask them what they would like to know about him. Draw circles around his name. Put the heading in each circle:



- 3 Ask students to read the text from Task B (in the SB) and fill in the circles.

Explain the vocabulary they need.

Notes for the teacher:

- *Sweet Child of Mine*, a song by the American

hard rock band *Guns N' Roses*, released in August 1998 (original title *Sweet Child O' Mine*).

- *Night at the Museum*, a fantasy, adventure comedy film based on the children's book with the same title. Released in 2006, the cast includes Ben Stiller and Robin Williams.
 - *World of Warcraft*, often referred to as *WoW*, is a massively multiplayer online role-playing game (released in 2004).
- 4 Now, ask students to read the texts again in pairs and tick the correct sentences. To check, ask them to read the sentences aloud.
 - 5 Do Task C (in the SB). Students put in the missing words and then read the sentences aloud. Ask students if there are any sentences that are true for them, then do Task D (in the SB) and fill in the sentences with the given expressions.
 - 6 In Speaking Task (D ?? in the SB), students have to talk about themselves. Write **YOU** in the middle of the board (instead of TED) and they have to talk about each heading: family, home, school, interests and friends. Students then practise making sentences by filling in the gaps in Task D (in the SB).

Suggested homework:

Write about yourself (Task E in the SB). Students can use the suggested sentences from the task or they can make their own sentences.

Step 2

- 1 Start off by checking homework. Students read their sentences about themselves.
- 2 To revise the vocabulary from last time, do Task A (in the WB) in pairs. Help the students to make collocations with the verbs, then let them do Task B individually and ask them to read the sentences aloud.
- 3 Tell your students that they are going to read four pieces of homework written by four different children. Let them try to guess the task. Ask them if there are any sentences that they agree with (and let them explain why, if they can). Try to find sentences that the students don't agree with and also let them try to explain.

If there is time, you can have a vote for the least true sentence, or try to find a sentence everyone agrees with / nobody agrees with. Possible answers:

Everyone agrees that we are cool / we like music.
Nobody agrees that we watch TV too much.

LESSON PLANS

Let the students write one statement they agree with and one statement they don't agree with (Task G in the SB)

4 After the discussion, students have to write down the typical characteristics of a teenager. Use the sentences from Task G in the SB, starting with *In my opinion... If you ask me....* Explain that the sentences don't have to be the same as in the WB. Allow stronger students to come up with their own ideas. Let them read to check. Help with the vocabulary and spelling.

5 **A game** (optional). Play a game with your students. Tell them that you want to find out who has the best memory. Ask four volunteers to come up and pretend to be Ted, Jane, Alice and Mark. Revise the negative/interrogative form of the present simple by asking them questions. You start to show them how, and then students continue (they have their books open). E.g.

Ted, do you like sport? Mark, do you like fast food?... etc.

If the answer is negative, ask the student to say the complete negative sentence (*No, I'm not crazy about Facebook*). Pronounce the winner (the student who remembered most or perhaps all the sentences for his character).

6 Now ask the students to check out the box with the present simple (in the SB). Explain the positive, negative and interrogative forms. After that, let the students do Tasks C and D in the WB.

7 Let the students open the SB and look at the Grammar box (the use of the present simple). Explain the term 'routines' and introduce adverbs of frequency. Draw a line on the board and distribute adverbs according to frequency. You write up the first (*never*) and the last (*always*) and let them do the others. Help with examples if necessary.

never rarely sometimes often usually always

Students copy the line in their notebooks. Ask questions to check understanding:

If you do sth once a year, is that rarely or sometimes? If you do sth twice a day, is that usually or always... etc.

In this way, you also revise the time expressions from the book: *every day, in the morning, twice a year, once a month, in summer... etc.*

8 Now let the students try to find adverbs of frequency in the four texts (in the SB),

9 Let the students do Task H (in the SB). They use all the adverbs they can see in the task, and they can make up their own sentences.

10 Students have to copy 6 sentences with adverbs in their notebooks. Discuss what they have learned about themselves. Is there anything they would like to change?

Suggested homework: Tasks E, F and G in WB.

Step 3

1 Start off by checking homework.

2 Revise adverbs of frequency by giving students the task to read the text about Ted (in the SB) and find out what things Ted does often / never / usually / sometimes. They have to give a full sentence: *He never argues with his parents but he often goes to Kevin's place*. Help them with the third person singular but at this point don't insist on explaining it since it is to be revised in the next lesson.

3 Let the students do Task 1 (in the SB) orally. Help if necessary.

4 Go back to the Box with the position of the adverbs in a sentence (in the SB) and explain. Then ask students to find examples for both cases (after the present form of BE / before the main verb). Explain the position of time expressions: *every day, once / twice a...* Let them copy the sentences from Task I.

5 To further practise the position of adverbs of frequency, let the students now do Task H (in the WB). Check by asking them to read aloud.

6 Students now practise by doing Task J (in the SB). Check by asking at least five students (or more) to read aloud. Encourage them to use their own examples.

7 To finish off the lesson, let the students do the questionnaire. When they have done all the tasks, they compare their answers with a neighbour. If there is time, let them go round the classroom to find their 'other self', or the student most similar to them. This could take up some time but it's a good way to revise.

Suggested homework: WB, Tasks I and J (writing).

Page plus: BULLYING

Workbook key:

Task B) crazy, love, forget, famous, rules, enough, usually, lazy, tease

Task C) I don't tease, They don't forget, My friends don't like, Mark and George don't often eat

Task D) Teenagers sleep, Mark and his sister help, We go, John and his brothers watch

Task E) I play, I don't play, I listen, I don't go, I don't practise, I like, I watch, I sometimes tease

Task F) do, do they live, do you like, do Ted and Mark have, do the boys tease

Task G) often, usually, rarely, always, sometimes, never

Task H) They sometimes tease other children, They don't like eating spinach, They are often lazy, They often drink too much coke, They usually spend time watching too much TV

- 1 To introduce key vocabulary, start a discussion with the students by asking questions about the topic:

What do you think is aggressive behaviour? Give examples. Do you know any aggressive children? What kind of aggression do you recognise? What is verbal aggression? What is physical aggression? Who are the usual victims?

Write the expressions on the board as they appear in your discussion. Students copy in their notebooks. Introduce the term bullying.

- 2 Let the students check the illustration in Task A (in the SB) and explain what they see.

- 3 Students can now do Reading Task B (in the SB), and in Task D (in the SB) they tick the true sentences.

- 4 Now, ask some questions to further check comprehension:

Why do some children become bullies?

Why are there more bullies among boys?

What is emotional bullying?... etc.

Ask students to explain their answers and help them by giving examples. Encourage the discussion and ask stronger students to explain why they think something is the way it is.

Continue the discussion by doing Task F (in the SB). Explain the term CYBER BULLYING.

- 5 Revise the target vocabulary by letting the students do Task C (in the SB).

- 6 To finish off the lesson, let the students do Task E in the WB.

Check by asking them to read aloud.

Suggested homework:

Answer the questions in Task F (in the SB). If you have a stronger class, they can do all the questions, if not let them do f, g i and j (or you choose).

Workbook key:

Task E) aggressive, threaten, victims, Internet, cyber, bullies, they

LESSON 2

A typical day in Betty's life

Suggested time: 3 periods

Objectives

- * to talk about family life: daily routines and household chores
- * to reinforce use of the present simple
- * to develop listening skills (listening for specific information)
- * to revise telling the time
- * to report on people's daily routines /chores
- * collocations with *have / get*
- * prepositions *in/at/on*

Step 1

- 1 To introduce the topic, start off by asking some questions:

What is a typical day? Is it a school day? How does it usually look for you?

You can also explain your typical day. It is always interesting for the students to hear something from the teacher's life. Start by asking questions:

What do you think, do I usually drive to work or go by bus? What time do I get up? What do you think I usually have for breakfast?

Continue with questions from Task A (in the SB).

- 2 Tell your students that they are going to meet Betty, a typical twelve-year-old girl. She will describe her own typical day. Let them read the text and find out what is different from their typical day. Ask questions: *What does she usually have for breakfast? What about you?*

What does she usually wear to school? What about you? When does she usually go to bed?

- 3 Let the students do Task C (in the SB) to make sentences. In this way, we make sure again that they are familiar with the text. They can also do Task D (in the SB) and match the parts of the sentences.
- 4 Check the vocabulary by asking students to do Task E (in the SB)
- 5 Revise telling the time. Tell the students to look at the illustrations (in the SB) and read aloud the times on the clocks. You can also draw a big clock on the board and ask them to tell you the time. Revise the quarters (*quarter to /...past*)

- 6 To further revise telling the time, ask them to do Tasks A and B (in the WB). Ask questions:

*What time do you usually go to bed? (Insist on the full expression **At half past one...**).*

What time does your favourite TV programme start? Etc.

Suggested homework: VERBS CROSSWORD (in the WB).

Step 2

- 1 Start off by checking homework (revision of verbs).
- 2 Revise Betty's typical day by asking questions (books can be closed, but before they close them give the students 3 minutes to read the text silently). Introduce the grammar that is going to be revised: the present simple 3rd person singular)

*What time does Betty wake up? (Accept only full sentences and write the verbs on the board as the students come up with the answer. **What does she like? She likes French.***

Does she like History? She doesn't like History.

Does school start at 8? School starts at 8.

Put the verbs in two columns and mark the endings:

likes *doesn't like*

starts *doesn't start*

Let the students come up with the rule for positive and negative forms.

- 3 Ask the students to look at the Grammar box (in the SB,) and further explain the forms.

Let them come up with the rule for the interrogative form.

- 4 Ask the students to explain why some verbs have -es / -ies endings (*kisses, cries*)

find more examples and write them on the board/ in their notebooks

miss - misses try - tries cry - cries
go - goes play - plays

- 5 Work on pronunciation and put the verbs from the tapescript on the board and let the students listen to the pronunciation (several times): *goes, starts, makes, brushes, studies...*

After listening to the pronunciation, students sort the verbs into three categories according to the ending (s), (z), (iz).

- 6 Practise the endings by saying what Betty does. Ask the students to do Task G (in the SB). Correct

the pronunciation if necessary.

- 7 Do Task H (in the SB). Students work in pairs.
- 8 Let the students do Tasks E and K (in the WB). Practise pronunciation.
- 9 Ask the students to check the frame on page? in the SB. Revise the prepositions *at / on / in*. They can also do Tasks I and J in the WB individually.
- 10 To finish off the lesson, ask the students to retell Betty's typical day. They have to finish the sentences in Task I (in the SB) orally.

Suggested homework: In their notebooks, finish the sentences from Task I.

Step 3

- 1 Start off by checking homework. Students revise Betty's typical day by reading the sentences from their notebook.
- 2 Ask some volunteers to try to retell Betty's typical day without looking at the text. (If you have a weaker class, help by putting the verbs in chronological order on the board:
wake up... comb... brush... get... put on... go... starts... doesn't buy... have... etc.)
- 3 Tell the students that they are going to meet Melanie, Betty's best friend. Ask them to find if they have anything in common? Discuss the term 'best friend'. Ask them to describe the picture of Melanie (from the SB). Help with the questions: *Where is she? What does she look like? What do you think about her? What is she like?*
- 4 Now let the students listen to the recording (Task K in the SB) and try to find out what kind of girl Melanie is.
- 5 After they have listened to the recording, ask several questions to check comprehension and vocabulary. *Have Melanie and Betty got anything in common? What's a goalkeeper? Who's a vegetarian?*
- 6 Let the students listen to the recording for a second time and do Task L (while listening). Check by asking students to read aloud.
- 7 Students do Task L (match the words) individually, and Task F (in the WB)
- 8 Let the students do Task M (in the SB) in pairs. By asking questions, revise the form of subject questions: *Who is always late? Who is a vegetarian?* Accept only full answers.
- 9 Revise the collocations with **have** and **get**. Write the verbs on the board and let the students do

Task G (in the WB). As the students read their answers, write them on the board under the correct heading:

HAVE	GET
breakfast	scared
piano lessons	serious
History	angry
(lunch....)	(married...)

Encourage the students to think about other possible collocations and add them to the list.

- 10 To finish off the lesson, do Task N in the SB (speaking). Let the students do the first part (ask their friend the questions). They have to try to remember at least three sentences when you ask them to report.

Suggested homework:

Students can choose between the Writing Task in the SB (writing about Betty's family) or Writing Task R in the WB (writing about their typical day).

Tasks O, P, Q can be done while revising for the test.

Workbook key:

Task C) across: 3 chat, 4 wash, 5 wait, 7 write, 9 put, 10 get, 11 drink, 12 wear
down: 1 eat, 2 listen, 6 comb, 13 run

Task D) hair, nature, bear, red, vegetarian

Task E) combs, brushes, gets, puts, has, gets, loves/likes, goes

Task F) football, serious, tracksuit, different, both

Task G) have: breakfast, piano lessons, History; get: scared, serious, angry

Task H) ...loves playing football; ...one of her favourite subjects is P.E.; ...is always late; ... runs very fast; ... doesn't eat meat

Task I) in, at, in, at, in, on, on

Task J) at, in, at, at, by, to/past, in, on

Task K) buys, has, gets, makes, doesn't have

Task L) a, b, a, b, b, a

Task M) 2,4,5

Task O) does, do, do, does, do, does

Task P) when, who, how often, where, what

Task Q) wakes up, gets home, has lunch, finishes her piano lessons

MODULE 2: WE ARE IN GRADE SIX

LESSON 1

Science projects are interesting

Suggested time: 3 periods

Objectives

- * to talk about animals
- * to revise plural forms
- * to develop speaking and listening skills (listening for gist and specific information)
- * to reinforce the present simple (short answers)
- * to do project work

Step 1

- 1 Start by introducing the target grammar forms by asking questions:

Are you interested in football?

Do you think Science is interesting?

Encourage them to translate in order to be aware of the difference between the forms. Continue with the questions:

What's the most boring school subject? Are you bored during English lessons? ...etc.

Let the students check Task A in the SB.

Explain the -ing ending (to describe what sb /sth is like) and the -ed ending (to describe how people feel about sth /sb).

To further practise the form, use the questions from Task B in the SB.

Students can now do Tasks A and B in the WB. Check by asking them to read aloud.

- 2 Tell the students that Ted had to do a Science project. Ask some questions:

Have you ever done a project?

If you had to do a project, which subject would you choose?

Science? Why? History? Why?

If you had to choose an animal for a Science project, which animal would you choose? Why? Introduce Ted's project: Have you ever seen a wolf? Where do wolves usually live?

How do they feed? Use the questions from Task E (in the SB).

Tell them that the words in Task C are somehow connected to wolves; they have to look at them and try to guess the meaning. Help the students to explain. Now let them do Task D where they have to match the words with the definitions.

- 3 Tell the students that they are going to read Ted's project. After reading it, they can say if there is something they didn't know about wolves or if there is something that they want to add.

- 4 Students now do Tasks G and H in the SB. Check by asking them to read aloud.

- 5 To finish off the lesson, let the students try to describe a typical day in a wolf pack (they use the information from Ted's project. Help them by giving them a few tips:

They usually sleep late in the morning. They usually hunt during the night...etc. Encourage them to use adverbs of frequency.

Suggested homework: Let the students choose between:

- a) Find some extra information on wolves.
- b) Describe a typical day in a wolf pack / of a lone wolf.

Step 2

- 1 Start off by checking homework. Revise the facts about wolves by asking questions: *What kind of animals are they? What do they eat? Do they live in a group? etc.*

- 2 Let the students do Task L (in the SB) and revise the negative sentences (present simple).

- 3 Now, do Tasks E and F (in the WB) for further practice. Explain the word 'mammals'.

- 4 Tell your students they are going to learn something about dolphins. Pre-teach the vocabulary by asking questions and write the words on the board as they come up:

Do dolphins live alone? Do they live in pairs? Where can you see them?...

mammals school of fish

- 5 Students do Task I (in the SB) and complete the text about dolphins.

- 6 Revise the plural of nouns. Write on the board:
animal – animals

and let the students explain the rule. Write some irregular nouns:

wolf – wolves

knife – knives

ask what they have in common

wife – wives

and explain the rule.

Add some more examples of irregular plurals:

foot – feet

man – men

woman – women

- 7 Students practise by doing Task 2 (in the WB).

- 8 To finish off the lesson, play a guessing game (Task J in the SB): guess my project animal! Help them with vocabulary if necessary.

Suggested homework: Make an imaginary dialogue like the one in Task J.

Step 3

- 1 Start off by checking homework and playing a few more times the game Guess my animal! or introduce koalas by doing the association game:

country	dream	expensive
continent	nap	warm
surfing	rest	fake
snakes	wake up	coat

Australia sleep fur
K O A L A

While playing the game, help the students with vocabulary and lead them to the answer. When they guess the animal, tell them that today they are going to learn some amazing facts about koalas. They can start by answering the questions in Task M (in the SB).

- 2 Check the words in Task N (in the SB) by further describing koala bears. First, try to avoid direct translation by using the word in a sentence and offer it only after the explanation or paraphrase. E.g.: *HAIRLESS – animals with no hair. Babies are sometimes born hairless.*
- 3 Let the students do Task O (in the SB) to check their understanding of the words in Task N.
- 4 With books closed, let the students listen to the recording about koalas and try to remember the

most interesting / surprising facts. Ask them to report using complete sentences. Help them by writing the beginnings on the board:

I think the most interesting thing about koalas is (that they) _____

Or The most fascinating thing about koalas is (that) _____

Students now open their books and read Task Q (text about koalas). Explain the vocabulary that may be new: a tree trunk, tree bark, to feed on (they copy it in the notebooks).

- 5 Students now do Tasks R and S to check the facts from the text. They can copy the sentences from the tasks.

- 6 Practise making sentences by doing Tasks T and U (in the SB):

Koalas have soft fur. Koalas eat eucalyptus. Koalas live in Australia. Koalas are protected animals. Baby koalas are born blind. Female koalas live longer than male koalas.

Give them 2 minutes to come up with similar prompts. They may come up with something like *koalas / claws, babies / pouch, koalas / sleep, koalas / water....etc.* Help them with ideas.

If there is time, let them do Tasks H and I in the WB.

- 7 Finish off by explaining the 'My favourite animal' project. The introduction can be Task V in the SB. Explain the vocabulary and write it on the board as it come up:

tusks stripes beak tail

Suggested homework: The 'My favourite animal' project (they choose the animal they like or, if you want, you can do 'The pot luck game' where students draw animals from a hat. The third option is that you can offer the animals from Task K (storks) and Task L (rabbits)).

Workbook key:

Task A) surprised, interested, bored, surprising

Task B) a) interested, b) interesting, c) boring, d) bored, e) exciting, f) excited

Task D) a) wolves, b) teeth, c) koalas, d) animals, e) feet, f) wives, g) men

Task E) a) protect, b) respect, c) are, d) attack/kill, e) good hunters, f) are good at

Task F) a) have, b) have, c) kill, d) don't like

Task G) ACROSS: 2 marsupials, 5 bears, 7 hairless, 8 enemies, 10 sleep, 11 climbing

LESSON PLANS

DOWN: 1 fur, 3 pouch, 4 leaves, 6 Australian, 9 nice

Task H) a) sleep, b) don't drink, c) look, d) don't eat, e) don't have, f) live

Task I) a) do, b) do, c) do, d) does, e) does, f) do, g) do, h) do

Task K) are, flocks, have, wings, frogs, don't, nests, believe

LESSON 2

Rules, rules, rules

Suggested time: 3 periods

Objectives

- * to talk about rules
- * to introduce obligation (*must, have to don't have to*) and prohibition (*mustn't*)
- * to develop speaking (discussion) and listening skills (listening for specific information)
- * to develop writing skills (a report)

Step 1

- 1 Start off by revising the names of places. Use the questions in Task A (in the SB), or you can ask similar questions. For example:

Where do you go when you want to watch an opera? Where can you buy books?

If you come up with vocabulary that is not in the book, put it on the board (*theatre, CD shop, a surgery, a hotel...*). Try to concentrate on places with certain rules.

- 2 Tell your students that they are going to listen to Jane, Sam and Ned and they have to guess where they are (Task B in the SB): *Jane is reporting on a library. Sam is describing a zoo. Ned is talking about a museum.*
- 3 Now let them listen to the recording for a second time and do Task C (in the SB). Explain the difference between a picture and a painting. Students can do Task D (in the SB) to check the vocabulary.
- 4 Work further on the vocabulary by doing Task E (in the SB). Before you ask students to match the word with its meaning, give them an example by using the word in a sentence: *Can I **borrow** your umbrella? I'll give it back, don't worry! Can you **follow** this car, please?...*

- 5 Introduce the term 'rule' by asking questions:

What do a museum, a library and a zoo have in common? Where else do we find rules? Are there rules in a football game? At school? What about traffic? Is there a place without any rules? Do you know any school rule?...

Help them form school rules by giving them the beginning:

Students must... Students mustn't....They have to... Ask them how we say there's no rule. Students don't have to...encourage them to find examples. Write the best examples on the board and they copy them. Now, let them have a look at the Remember grammar box (in the SB). Explain the forms and they can do Task F (in the SB).

- 6 Students can now do Task G (in the SB). Challenge the stronger students to put an extra rule in each column, e.g. *You must return books on time. You mustn't wake up the sleeping lion. You have to pay for the ticket...etc.* Accept (or offer) also funny rules (*You mustn't call monkeys names. You must look at every painting in the museum. You don't have to like the book you have borrowed...*) because here you insist only on the correct form of the rules.
- 7 To finish off, encourage further discussion on rules. Students give their opinion about the quotes (Task I in the SB). Help them with ideas and vocabulary (*law, punishment, to break a rule, to follow a rule, to do things by the book...*).

Suggested homework: Task A (in the WB)

Step 2

- 1 Start by checking homework. Let the students do Tasks B, C, D (in the WB) to revise the grammar from last time. Check by asking them to read the answers aloud.
- 2 Introduce the topic (library) by asking some questions (Task J in the SB). You can come up with more questions. *Is there anything that you want to change in your library? Have you ever lost a book? Are there computers in your library?...*
- 3 Let the students do Reading Task N (in the SB) and then Task O (also in the SB). Read the rules aloud to check. You can practise with them further and do Task P (in the SB).
- 4 Now, ask students to do Task E (in the WB) and they have to copy 3 (or all the sentences) in their notebook.

- 5 Finish off by asking students to invent 5 rules they would like to put on the door of their room at home (for their parents and siblings to follow). Help by asking questions and giving hints: *Would you like your mum to move your CDs?*

Would you like your sister/brother to borrow your clothes?

Would you like anyone to enter your room without knocking?... etc.

They should come up with rules such as: *Parents mustn't touch my CDs. Everyone has to knock before entering. Friends mustn't sit on my bed...etc.* Put all suggestions on the board and ask them to copy five rules that would suit them best.

Suggested homework:

Students have to imagine that they are hotel managers and invent five (or more) rules that they expect their guests to follow. Encourage them to write them on a piece of paper and you can put them up on the classroom wall.

Step 3

- 1 Start off by checking homework (students read their hotel rules and discuss).
- 2 Introduce the topic by asking questions (encourage discussion):

What's the worst thing you can do in a zoo? What's the job of a zookeeper? Are there a lot of rules in a zoo? Why?...

- 3 Let the students look at the prompts about zoo rules. They have to mark the rules that start with 'you must...' with + , and those that start with 'You mustn't...' with --. They work in pairs. After checking the rules, let them come up with two more (or five more if the stronger students wish to). They may come up with something like: *You mustn't poke the snakes with a stick.*

- 4 Before you do Task S in the SB, introduce the vocabulary by discussing household chores. Students talk about their chores. Help by asking questions:

Who takes out the rubbish in your house? What's the worst chore that you can imagine? Do you have to clean the toilet? If you had to choose two things that you have to do every day, what would they be? ...etc.

You can make a top-ten list of the most difficult or most boring chores by getting the students to vote. If you come up with extra vocabulary, put it on the board. Students can now look at

the table and say who has to / doesn't have to do something. Ask questions. When you go through all the characters, let them choose one person and write about him/her in their notebook. Encourage them to use linking words and connect two sentences, e.g. *Jane has to buy bread in the morning, but she doesn't have to take out the rubbish.*

- 5 Students can now do Task F and/or G (in the WB) and Task U (in the SB). When they complete the sentences, they ask each other the questions from Task V.

- 6 Ask students to tell you some school rules. Encourage discussion by asking questions: *Who makes the rules in your school? What's the worst one? Which rules are not necessary? Are there any silly rules? Do you have to wear uniforms?*

If there is time, they can do Task H (in the WB) to practise the question form.

- 7 To revise prohibition (DO NOT.../ YOU MUSTN'T...) do Task Z (in the SB).

Suggested homework: Task I (writing) in the WB.

Workbook key

Task A) 2: no, no, no, yes, yes; 3: b, b, b, b, b

Task B) a, d

Task C) a) must, b) mustn't, c) mustn't, d) mustn't, e) mustn't, f) must, g) mustn't

Task D) a) fr, b) lr, c) mr, d) rh, e) hr/tr

Task E) a) don't, b) have, c) don't have, d) mustn't, e) mustn't, f) don't have to;

Task F) a) has to, b) doesn't have to, c) has to, d) has to

Task H) 1 Do you have to get to school at half past eight? 2 Do you have to stand up when teachers come into the classroom? 3 Do you have to raise your hand when you want to say something? 4 Do you have to go to school on Saturdays?

MODULE 3: IT'S PARTY TIME

LESSON 1

Ted's super, super surprise pizza

Suggested time: 3 periods

Objectives

- * to revise, reinforce and expand food vocabulary
- * to talk about food and raise awareness of healthy eating
- * to express quantity: countable and uncountable nouns with the determiners *some, any, no, a lot of, much, many, how much, how many*

Step 1

- 1 As a warm up activity, you can play Hangman with the students – the solution is P I Z Z A. You can do it as a whole class activity or you can divide the class into two groups.
 - 2 When they guess the 'mystery' word on the board, you can ask the pre-reading questions in the book (Task A), but tell them not to open their books. Ask the students if they like pizza and why, but spend some time on discussing if pizza is healthy or unhealthy.
 - 3 To keep them motivated, you can ask some less-known or interesting facts about the history of pizza.
 - a) In which county did it originate? (Italy)
 - b) Which Italian town is its birthplace? (Naples)
 - c) According to the Guinness Book of Records, how big was the biggest pizza? (37.4 metres in diameter)
 - d) Which type of cheese is traditionally used for making pizza? (Mozzarella)
 - e) How many pizzas are sold in the U.S. each year? (3 billion)
 - f) How much pizza is consumed in the U.S. every second? (46 slices)
- If you have a weaker class, you can offer three

solutions and the students can vote on the answers. You can also turn it into a competition between pairs or groups.

- 4 After you have finished with the quiz, ask the students what toppings they like on their pizzas. As they mention all the ingredients/food, you can put the corresponding pictures onto the board. For this activity you can cut out pictures from various magazines or you can ask some students to draw them. You should also prepare wordcards for all twenty words that are in the book. When your board is full of pictures you can revise/reinforce/practise these words in a number of ways:
 - a) You can play a pointing game (two students play at a time; the one who is the first to point to the correct picture wins a point).
 - b) What's missing? (Ask your students not to look and take one picture from the board and they have to guess the word).
 - b) Memory game (pictures-wordcards; but do not use all of them because it will be too time-consuming).
 - c) Ask your students to categorise them into: I like/ I don't like; healthy/unhealthy.
- 5 Students have a look at the pictures in the book (Task B). They match the words to the pictures.
- 6 Tell students that Ted is going to prepare a pizza for his friends and that he is going to use some of the ingredients / food from Task B. They have to predict what he will use by ticking the pictures.
- 7 Students cover the dialogue and listen to it. As they are listening, they have to check how many words they got right.
- 8 Students listen for the second time and decide if the sentences are true or false (Task E).
- 9 Check the task, ask some more comprehension questions and check the vocabulary (prepare, ingredient, ordinary, vegetarian, starving). You can also write the target vocabulary on sheets of paper and put them on the board.
- 10 Role read the text.
- 11 Students can role play the dialogue with their books open at the end of the lesson, but you can also pick some students who will prepare the role play for next time, learning the text by heart. You can also encourage them to use gestures and props.

Extra activity: if you have some time left, ask students to close their books and write as many food

words from the dialogue that they can remember (they can work in pairs or groups) in two minutes. Insist on correct spelling.

Suggested homework: Workbook, Task A.

Step 2

- 1 Repeat the words from the previous lesson by showing flashcards (pictures).
- 2 **Optional:** Play a guessing game to reinforce the vocabulary – one student sits in front of the class with his back to the board, the teacher puts a picture on the board and the student has to guess it by asking questions.
- 3 Put up the flashcards with the objects from the WB, Task B (tableware), and teach the vocabulary (use wordcards as well). You can play Memory with the cards – if you do not want your students to come to the board, you can divide the cards into two columns; put numbers in front of the flashcards and letters in front of the wordcards; students can call out one number and one letter and if they match they win a point.
- 4 Do Task B in the Workbook.
- 5 Read the dialogue from the previous lesson and ask students if they see any numbers in the text (no). Ask them how quantity is expressed. They will mention some, any, much, many. Tell them to look at the Remember box and conclude when we use *some* and when we use *any*.
- 6 Write three sentences on the board or have them written on pieces of paper, but leave out the words *some* and *any* (or cut them up separately).

Is there _____ ketchup on your pizza?

There is _____ cheese on it.

There aren't _____ peppers.

Discuss what would go into the gaps and then write or use blu-tack to stick the words *some* and *any* into the appropriate gaps. Revise the use of *there is* and *there are* which they have learnt in previous grades.

- 7 Do Task G in the book.
Key: any; some; any; some
- 8 Do Task H to reinforce the structure. Students copy seven sentences into their notebooks and then they read them to the class.
- 9 Tasks I and J can follow to practise some/any as well as speaking skills.
- 10 Project work can wrap up the lesson – students have to prepare their own pizza in the Workbook

(they will need scissors and glue) and describe it in ten sentences to reinforce food vocabulary, some/any and there is / there are.

Suggested homework: Workbook, Tasks C and D.

Step 3

- 1 Put the wordcards from Step 1 (bacon, cheese, ketchup, cucumbers, peppers, olives) on the board. Ask students if they see any difference between them. Explain that you can count peppers but you cannot count cheese. Make two columns on the board – countable and uncountable nouns and ask students to put the words into the correct column. You can also ask them to give you some more examples that can be added to the list.

Variation: to make it more visually attractive, you can draw two crocodiles with big stomachs on the board, one eats only countable nouns and the other only uncountable. Students can take turns and write nouns in the crocodiles' tummies.

- 2 Study the rules in the book (Remember box). You can also stress the difference even further by asking if there is a way to count uncountable nouns. They will probably come up with a loaf of bread, a bottle of milk, a jar of jam, a packet of butter...
- 3 Divide the class into two teams: the countables and the uncountables. Read a list of nouns and they have to stand up/sit down when they hear the assigned category (ice cream, ham, cucumber, carrot, salt, coffee...).

Variation: you can do the same activity with the dialogue 'Ted's super, super surprise pizza', but ask them to close their books.

- 4 Students are prepared to write Task K in the book and sort out the words into two columns:

Key: Countables: olive, pepper, tomato, plate, mushroom, egg, cucumber, carrot, fork

Key: Uncountables: salt, ham, bread, tomato juice, bacon, oil, tea, vinegar, ketchup, cheese, tuna fish, oregano, water, sugar

- 5 Write these questions on the board:

How many _____ can you eat? money

How much _____ do you earn a month? tea

How many _____ do you read every summer? pancakes

How much _____ can you drink? books

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Ask students to write the given words into the blanks. Ask them to underline countable and uncountable nouns in a different colour and then ask them to conclude when we use how much and how many.

6 Let them do Task L in the book.

Key: 1) How much; 2) How many; 3) How many; 4) How many; 5) How much; 6) How many

7 Optional: Tell students to write 5 questions in their notebooks, but they have to leave out much and many. When they finish they can exchange notebooks with their partners and fill in the missing words.

Suggested homework: WB, Tasks E, F and G.

Step 4 (optional)

1 You can play a board game with your students to practise all the structures covered in this lesson. It is easy to draw it on the board, you can add/omit some clues, or you can prepare worksheets with the board game and copy them for class use.

Divide the class into several groups (if you photocopy the game, you can have more groups); a representative of each group has to throw a die and then make sentences with the prompts. The sentences have to be affirmative (+), interrogative (?) or negative (-).

E.g. There aren't any cucumbers in the fridge.

Is there much tomato juice in the tin? ...

START	+ cucumbers (some/any)	? tomato juice (much/many)	- cheese (much/many)	+ eggs (some/any)
				? jam (some/any)
? money (much/many)	+ people (much/many)	- CDs (some/any)	+ oranges (much/many)	? ice cream (much/many)
- friends (some/any)				
+ pounds (some/any)	? time (many/much)	FINISH		

2 Project work

If your students like projects, you can spend some time revising vocabulary and grammatical structures. Students should work in groups.

a) you can make a mind map with food vocabulary (they can draw pictures themselves or use cut-outs from magazines);

b) you can make a food pyramid;

c) you can make a book of recipes;

d) students can find information about one food item (e.g. tomato, corn, potato...) and prepare a presentation for the class (report, poster, ppt presentation, questionnaire, etc.).

Workbook key

C - any; any; any; some; any; any

D - a) Is there; b) there is; c) Are there; d) there are; e) Are there; f) there are

E - 1) How many; 2) How much; 3) How much; 4) How much; 5) How much; 6) How much; 7) How much; 8) How many

F - a) many; b) any; c) much; d) no

LESSON 2

Nosy mothers

Suggested time: 3 periods

Objectives

- * to talk about parties
- * to practise the present continuous tense
- * to practise questions with prepositions: Who is she looking at? / Who are they waiting for?...
- * to describe pictures (who is doing something?)
- * making a phone call
- * to practise indefinite pronouns
- * to contrast the present simple and the present continuous tenses
- * guided writing (party invitation)

Step 1

- 1 In this lesson you are going to talk about parties, which is a topic students usually like, so you can start with a short discussion. If you can, bring a movie to your class and watch a part of it which can stimulate discussion. There are quite a lot of American movies dealing with parties, but always watch the movie in advance and choose which part would be appropriate for your classroom use. If you do not bring a movie, you can bring a picture of young people having fun at a party (e.g. a birthday party). You can discuss the characters in the movie / picture, but talk about their personal experience as well (Task A).
- 2 Move to Task B, but do not open the books yet. Leave out some of the words from the dialogue (please, speaking, o'clock, party, see) and distribute the handouts to your students (they can work in pairs). They can guess the words from the context so you do not have to give them any vocabulary. Read the completed dialogues and then compare them to the one in the book. Answer the two pre-reading questions.

Variation: you can cut up the dialogue and distribute it to your students and they have to put it in the correct order (pair or group work). When they finish, play the CD and they check if they got it right. Afterwards you can read the dialogues.

- 3 Pair students off to make similar dialogues (Task C). When they finish, they can act them out.
- 4 Discuss the picture in the book where the children are attending a party (Are they having

fun? Who is there?...). Ask them to match the pictures to the persons in the pictures.

- 5 Answer the questions about the picture (Task E).
- 6 Explain that all the sentences and questions are written in the present continuous tense. Write one sentence on the board and ask them what the structure of the tense is. Ask them to make true sentences (Task F) and write them in their notebooks to practise the structure.
- 7 To make them more aware of the structure, ask one student to act out an action that can be seen at a party. The other students have to guess and use the present continuous structure. You can also ask more pupils to practise the plural form. E.g. Marko is eating a sandwich; Maria is dancing, etc.
- 8 **Optional.** You can further use the movie that you watched in the introductory part of the lesson. Watch a short clip and then freeze frame the picture and ask the students to write a couple of sentences in their notebooks in the present continuous tense.

Suggested homework: WB, Tasks A - G

Step 2

- 1 Jumble up the questions from Task G and write / put them on the board.
 - 1) playing / you / the guitar / are ?
 - 2) fun / you / having / are ?
 - 3) drinking / is / anybody / alcohol ?
 - 4) the others / doing / are / what ?
 - 5) Victoria / is / a dress / wearing ?
 - 6) pizza / eating / are / you ?
 - 7) cards / anybody / is / playing ?

Students have to unjumble the sentences and copy them in their notebooks.

- 2 Listen to the dialogue 'Nosy mothers' and tick the four questions that Alice's mother asks.
- 3 Read the dialogue and check if they have ticked the correct questions. Answer the questions.
- 4 Have a short discussion about what their mothers are like, what bothers them, etc.
- 5 Do Tasks I and J in the book. Get students to copy the expressions from Task J into their notebooks.

Key: Task I: 1) her mother; 2) nobody; 3) something; 4) nosy; 5) You're driving me crazy; 6) winking; 7) Betty; 8) Betty's
Task J: a) to have fun; b) to take pictures; c)

LESSON PLANS

to make somebody mad; d) to call somebody later; e) to drive somebody crazy; f) to worry about something

- 6 Study the examples in the Remember box and draw the students' attention to the use of *every*, *some*, *any*, *no* and their derivatives. Students should be familiar with this because the previous lesson dealt with it.

- 7 Read the dialogue in Task K to reinforce the structure.

- 8 Task L should follow.

Key: 1) anything; 2) Everything; 3) anybody; 4) something; 5) somewhere; 6) Everybody (stress that everybody is followed by a singular verb form); 7) any

- 9 Do Task H in the Workbook.

Suggested homework: WB, Tasks I and J.

Optional homework / project / extra activity in class: Ask your students to write a composition about their mothers. If you have a weaker class, you can turn it into guided writing.

My mother's name is _____. She is _____ years old. She is _____ (appearance). I like it when she _____. I don't like it when she _____. The thing that I admire most is _____. I am a good daughter / son to her because _____.

Step 3

- 1 Start off by checking the homework.
2 Ask the students to look at the picture of a party in the book because you can exploit it to explain the difference between the present simple and the present continuous tenses. Write on the board:

What **does** Ted sometimes **prepare**?

He **prepares** a pizza for his friends.

What **do** children usually **do** at parties?

They **eat**, **sing** and **dance**.

Ask your students what tense this is. Write the title **Present Simple**. Discuss when we use it.

- 3 Tell the students to look at the picture and ask them what the children are doing. Write on the board.

What **is** Ned **doing**?

He **is playing** the guitar.

What **are** Ted and Victoria **doing**?

They **are singing**.

Ask your students what tense this is. Write the title **Present Continuous**. Discuss when we use it.

- 4 Read the sentences **They sing at parties** and **They are singing at the party**. Translate the sentences and ask about the meaning of both. Explain that we use the present simple for an action that is repeated, and the present continuous for an action that is happening right now.

- 5 Study the Remember box in the book to stress the difference.

- 6 Do Task M in the book. Explain that they have to use the present simple if the children usually do the action, and the present continuous if they are doing something now (at Ted's party).

Key: 1) wears, is wearing; 2) plays, is playing; 3) plays, is talking, sitting; takes, is watching; 5) sings, dances, is looking

- 7 When you check the task, ask them to close their books (give them 30 seconds to study the sentences) and play the game *Teacher vs. class* with them. Ask questions and if one of the students gives a correct answer the whole class wins a point, and if a student gives a wrong answer the teacher wins a point. There are 10 points in total. The answers must be grammatically correct.

e.g. What does Victoria usually wear? What is she wearing at the party? ...

	teacher	class
1	✓	✓
2		✓
...		

- 8 Do Tasks N and O in the book.

- 9 Design your own party invitation – Task P.

Suggested homework: WB, Tasks K, L, M.

Optional blackboard plan – if you want to spend more time explaining the contrast between the present tenses you can use a chart like this:

PRESENT CONTINUOUS	PRESENT SIMPLE
He is watching TV.	He watches TV.
Is he watching TV?	Does he watch TV?
He isn't watching TV.	He doesn't watch TV.
(+) am/is/are + ing	(+) s / es in 3rd person singular
(?) inversion	(?) do/does + infinitive
(-) am not/isn't/aren't +ing	(-) don't/doesn't + infinitive

Culture corner - Food

now, at the moment...	every day, every year, usually, always, sometimes, often, on Sundays, at the weekend, in August...
For action that is happening right now	a) For action that happens again and again
The wind is blowing now.	They go out every weekend.
	b) For general truths.
	The Moon goes round the Earth.

Workbook key

- Task A:** a) playing; b) dancing; c) singing; d) eating; f) crying; g) looking; h) making; i) swimming; j) sitting
- Task B:** party, looking, trying, taking, are, am, jeans, noise, crunching, ringing, worried
- Task C:** having, Saturday, come, time, afternoon, afraid, coming, making, great
- Task D:** a) Frank isn't looking under the bed; b) Betty and Mark aren't singing; c) Ned isn't playing computer games; d) Jane isn't eating a pizza; e) Ted isn't doing his homework.
- Task E:** a) Yes, he is; b) No, he isn't; c) No, he isn't; d) No, he isn't; e) Yes, he is; f) No, he isn't.
- Task F:** a) playing; b) kissing; c) eating; d) laughing; e) dancing
- Task G:** are you going; am not going; am going; are you running
- Task H:** a) anybody; b) anybody; c) anything; d) Nothing; e) somewhere; f) anything; g) Everybody; h) Somebody; i) nothing
- Task I:** Is anybody playing the guitar?
What is Alice doing?
Where is Sam? Is he dancing?
Why?
Is anybody drinking alcohol?
Is Victoria wearing her old blue jeans?
Of course, darling. Be good and have a good time.
- Task J:** a) He; b) They; c) She; d) He; e) He; f) She; g) She
- Task K:** 1) dance, aren't dancing; 2) goes, is having; 3) don't drink, am drinking; 4) is playing; 5) are you enjoying; 6) wears, is wearing; 7) takes, isn't taking

- 1 Play Hangman – pancakes
- 2 Look at the picture in the book and discuss the traditional English breakfast and English meals. Compare them with breakfast and meals in your country.
- 3 Discuss the questions (About you).
- 4 Talk about pancakes and Shrove Tuesday. Read the text and answer the questions.
- 5 Do the tasks in the Workbook.
- 6 Project – it can be done at school in the computer room or at home. Pair off students or put them in groups. Each pair / group has to find information about one food item and write a short text (like the one on pancakes). They can choose food from around the world (fish and chips, tea, Christmas pudding, chocolate, or something that is specific for their country).

Workbook key

- A)** breakfast, brunch, lunch, dinner, supper
- B)** 1) b; 2) a; 3) b; 4) b; 5) b
- C)** 1) b; 2) a; 3) b; 4) a; 5) a; 6) a

MODULE 4: IT HAPPENED A LONG TIME AGO

LESSON 1

Who was your grandfather?

Suggested time: 3 periods

Objectives

- * to talk about past events using the past simple of the verb to be in the positive, negative and interrogative forms
- * to talk about grandfathers
- * to describe photos
- * to practise reading the years
- * to practise possessive adjectives and the possessive 's

Step 1

1 Ask your students to look at the list of words in Task A. First, they work individually and check if they know all the words (they circle the words they do not know). After that, they work in pairs to check the meaning of the words they have circled.

2 Play the Paraphrasing game. Students should open their notebooks and close the books. The teacher reads the paraphrases of the words and they have to guess what the word is. You can put them in pairs or groups. The winner is the pair / group that has the most words (spelling should also be correct!).

e.g. If you do not have much money you are (poor)

He is your dad's father. (grandfather)

It is the opposite of old. (young) etc.

3 **Optional.** If you have time, students can make crossword puzzles from the words in Task A. They should write the paraphrases and draw an empty grid. When they finish they can exchange

notebooks with their partner and do each other's crossword puzzles.

4 Do Task B in the book. Before reading the answers, study the Remember box and analyse how the years are pronounced in English. Draw their attention to the fact that in English we do not put a full stop after years. Write a couple of examples on the board and the students copy the examples. Now they are ready to read their answers. You do not have to spend much time explaining 'was' and 'were' because you will deal with this next time.

5 Do Task C in the book. You can also ask them to write the years in their notebooks.

6 Do Task D. Students listen and circle the years that they hear.

Key: a, c, e, f

7 To round off the lesson, play Noughts and Crosses (Tic-Tac-Toe) with the class. Divide the class into two teams and they take turns to play the game. They have to pronounce the year correctly to win a point.

1796	2003	1333
1426	752	1855
1998	905	433

X = crosses

O = noughts

Suggested homework: WB, Tasks A and B

Step 2

1 In this lesson you will practise the past simple of the verb to be. The structure will be practised in the text (dialogue) about grandfathers, so you can write the word grandfather on the board but jumble up the order of the letters (e.g. N A R R E H F A T G D) or you can just leave out the vowels if you think it would be too complicated (GRNDFTHR). Ask questions in the past simple and write all the answers on the board (written in capital letters).

When was your grandfather born?

HE WAS BORN IN 1949. And what was his job?

HE WAS A TEACHER. Where were you and your grandfather last week?

WE WERE AT THE SEASIDE LAST WEEK. Were you alone?

NO, THERE WERE FIVE OF US, etc. (you can add some more sentences).

Underline all the past tense forms and let them explain when we use *was* and when *were*. You can ask them to write the sentences in their notebooks.

2 Get the students to look at the photos of Ted, Jane and Fred's grandparents in the book and read the information about them. They should match the texts to the photos and answer the questions.

3 Students read the dialogue silently and tick the true sentences below the text.

Key: F, T, T, F, T, F, F, F, F

4 Read the dialogue in groups of three. Ask them to underline *was* and *were* in the dialogue (one line for *was* and two lines for *were*). In this way, you can stress the difference.

5 Study the Remember box in the book and revise when we use possessive adjectives and the possessive 's. Ask them to circle all possessive adjectives in the dialogues.

6 By now the students have heard and read the text a couple of times so they can close their books. Write the endings from Task H on the board:

.... he was young.

... of his job.

... at their gates.

etc.

They have to write the beginning of the sentence and have to remember whose grandfather the sentence refers to. They can do it in pairs or groups and you can turn it into a game as well.

Variation: if you think this is too difficult, you can give them the beginnings.

This prepares them for Task H in the book.

7 To round off the lesson, study the Remember box (past simple of *to be*) and ask them how to make interrogative and negative sentences.

8 Tasks I and J in the book can follow.

Key: Task I: a) was; b) were; c) was; d) were; e) were; f) was; g) were; h) was

Suggested homework: WB, Tasks C-I

Note: ask your students to bring a photo of themselves when they were young for your next lesson.

Step 3

1 Check the homework.

2 Write on the board: I was ... yesterday.

I wasn't yesterday.

Students make sentences and you can write some of them on the board and underline *was* and *wasn't*. Students open their books and look at the expressions in Task K. They have to make five sentences in their notebooks describing where they were and how they were feeling.

3 Students use the same prompts to ask their friend where he / she was yesterday.

e.g. Were you? The answers are Yes, I was. / No, I wasn't.

4 Do Tasks J and K in the Workbook.

5 Study the writing model in the book (Ted as a baby). Describe the picture - who is in the picture, where were they, who was there, were they happy...? By asking all these questions and by insisting on full answers you expose your students to the target structure again and again. Ask your students to show you their photos. Chat with them for a while about the photos because they will be eager to show them to you. Ask them to make a similar report to Ted's, but you can also turn it into a project. If you decide to turn it into a project, bring A4 paper and they can stick on their photos and make reports. They can use the structures from the book but they can also expand the text. Allow some time to finish the projects.

6 Several students read their projects and then you can make a class exhibition. Put all the projects on the board and ask the students to come and read them. They can also choose the best one.

Suggested homework: There is another project in the Workbook (Task L) where they have to write about their grandfathers. This is a good opportunity for them to do a little research, especially if they did not know their grandfathers. The task is guided and they have to follow the prompts, but if you have more ambitious students ask them to do it on a poster or sheet of A4 paper.

Workbook key

Task A: ugly-beautiful; old-young; thin-fat; short-tall; sad-happy; hardworking-lazy; rich-poor; big-small; kind-unkind

Task B: a) 1678; b) 1192; c) 1515; d) 407; e) 2005; f) 1996; g) 1734; h) 1468

Task C – open answers

LESSON PLANS

Task D – worker, weren't, name, wasn't, tall, were, was

Task E – a) He wasn't a teacher; b) His grandfather wasn't a painter; He and his brother weren't happy.

Task F – Was he a postman? b) Were they tall? c) Was George brave?

Task G – b) Jane's grandfather's pupils; c) Ted's grandfather; d) Fred's grandfather's bag; e) The children's grandfathers' stories; f) A teacher's job; g) Fred's father's father; h) Fred's mother's father

Task H – a) Her; b) Their; c) His; d) our; e) Their; f) His; g) Their; h) Her

Task I – a) She was in London.
b) She was with her parents
d) She was nine.
e) Her father was on a business trip in London.
f) She was excited because it was her first trip to London.
g) It was spring.
h) It was cold.

MODULE 4: IT HAPPENED A LONG TIME AGO

LESSON 2

It happened in the morning

Suggested time: 3 periods

Objectives

- * to introduce the past simple of regular verbs in the positive, negative and interrogative forms
- * to talk about past events
- * to practise the pronunciation of the ending -ed
- * to practise linking ideas by using the linking words *and*, *so*, *but*, *because*
- * to practise the prepositions *in*, *at*, *of*, *for*

Step 1

- 1 Before you start dealing with the text, it is useful to make students aware of the grammatical structure they are going to find in it. Write a couple of sentences on sheets of paper but leave out the verb. Verbs should be written on separate sheets with the ending -ed written in a different colour.

Alice _____ the door. (opened)

She _____ through the window. (looked)

She quickly _____ around. (turned)

He _____ her name. (called)

Students have to put the verbs into the appropriate gaps. This is a very visual exercise and it will be easy for them to tell you what the ending means and how we form the past simple tense. Ask them to copy the sentences and underline all the verbs.

- 2 Prepare all the sentences in the interrogative and negative forms (with *did* and *didn't* written in different colours) and put them on the board next to the affirmative sentences. Ask

them what is different in the interrogative and negative forms. They will notice that there is no -ed and that we use *did* and *didn't* to talk about the past. Tell them to copy the sentences in their notebooks.

- 3 Tell them to study the Remember box in the book and compare the way we form the past tense in English with the past tense in their language.
- 4 Ask them to tell you various verbs, and as they mention them write them on the board (but write only the regular ones at this point). There is also a list provided in Task G. When you have a list of verbs, ask them to tell you what they did or didn't do yesterday.
- 5 Do Task H in the book. Here they have to use the positive or negative form and since they tend to put -ed all the time be very patient with them and check this task very carefully. Give them both options (positive and negative) so that they can check. They can copy two sentences in their notebook.
- 6 To practise questions, do Task I in the book where they have to work in pairs. When they finish the task, they can give you a report about their friend. If you think that it would be useful you can ask them to write a report about a friend in their notebooks or you can assign it for homework.

Suggested homework: WB, Tasks F, G, H and I (questions, statements and negatives in the past simple).

Step 2

- 1 Check the homework and revise how we form the past simple tense (regular verbs).
- 2 Tell them that you did not mention everything there is to say about the past simple last time and that there are still some details that have to be mentioned. Ask them if they can guess what you mean. At this point, they will probably not know but this can intrigue them.

Write several verbs on the board: **live, stay, study** and ask them to put them into the past simple. If they make a mistake, challenge them to find the solution. Explain that sometimes we just add -d and that we also change y if there is a consonant in front of it.
- 3 Add some more verbs for each category and get the students to copy them in their notebooks.

-ed	-d	-ied
stay	live	study
want	smile	cry
cook	use	try
wash	like	hurry

- 4 Do Tasks A and B in the Workbook. Check.
 - 5 Now you can deal with the ending -ed and its pronunciation. Ask your students to listen carefully as you pronounce some of the verbs in the past simple (e.g. lived; watched; needed) and tell you what sounds they hear. They will come up with /d/, /t/ and /ɪd/.
 - 6 Let them listen to the verbs in Task F in the book and repeat after the CD. They can listen and repeat twice. Put them in pairs or groups and tell them to sort out the verbs in three columns according to the pronunciation of the ending.
 - 7 Ask them to close their books and discuss the questions in Task A in the book. This is the introduction for the text they are going to hear.
 - 8 Put some of the verbs from the text on the board, but not in the right order:
looked, waited, opened, screamed, stammered, turned, stared, recognized.
- Tell your students to listen to the story and put the verbs in order. If necessary, play the CD twice.
- 9 Take away the verbs from the board and give them to the students (one verb for one pair). You can add some more verbs from the story if you have more pupils in the class. While you are reading the story, they have to hold up the card with the verb when they hear it.
 - 10 Get the students to open their books now, read the text and remember the sentence with the verb that they have.

Students then retell the text – they come to the board one by one and as they put up their verbs they have to say the sentence with it. In a weaker class, you can write the numbers on the back of the cards.

- 11 Ask the students to read the text silently and do Tasks C (T/F sentences), D and E

Key: Task C: F, T, F, F, F, T, F, F, T, F

Task D: a) Alice; b) Alice's sister; c) Alice; d) The boy with the mask; e) Alice; f) Alice's granny; g) The boy with the mask; h) Alice

Task E: 1) stammer; 2) alone; 3) strange; 4) curious; 5) scream; 6) quickly; 7) stare; 8) quiet

Suggested homework: WB, Tasks C, D, E

LESSON PLANS

Step 3

- 1 You can revise the past tense and the text about Alice by playing Tic-Tac-Toe.

+	recognize	happen	be
-	hear	open	say
?	look	stare	scream

This activity is a good way to repeat the grammar as well as to ensure comprehension. The game is usually played in two teams **O** and **X**, that take turns. The player who succeeds in placing three respective marks in a horizontal, vertical or diagonal row wins the game. A team representative has to choose a word and the group has to make a grammatically correct sentence. The sentences have to be in the past simple affirmative (+), negative (-) and interrogative (?). Decide if you will accept only the sentences related to the text or all grammatically correct sentences.

- 2 Dictate the translations of the twelve questions from Task K and your students write them in their notebook. Students translate the questions into English in pairs or groups. This can be good practice because the verb *to be* is mixed with regular verbs which can confuse the students. Open the books and check the translations. Ask them why we have **did** in some questions and not in others.
- 3 Cover the dialogue with a notebook and let them tick only the questions that have been mentioned in the conversation (questions 6, 10 and 12 are not mentioned).
- 4 Role read the dialogue and have a discussion with the students about the content of the letter and the identity of the boy with the mask. They will probably be very imaginative. Try to keep as much of the conversation as you can in English.
- 5 Tell them that they can find out what the message said if they do Task L. They have to replace the numbers with letters and read the message.
- 6 Play a True/false game with the students. The teacher says various sentences from the lesson and if the sentence is true they have to stand up and if it is false they have to sit down.

Key: I'm in love with you, Ted.

If you think it will be too noisy, you can divide them into pairs or groups and give them red and green

sheets of paper to hold up (they can also use red or green pencils). But do not let them hold up the paper/pencil whenever they want because they will copy from each other. They should do it simultaneously when you say NOW.

e.g. Alice was very happy when she opened the door.

It happened in the evening.

She watched through the window, etc.

Note: you can use the verbs from Task M in the book.

- 7 This prepares the students to retell the text. They look at the list of verbs in the book (Task M) and make their sentences about the text.
 - 8 Now it is time to prepare your students for the writing task (Task N) but before that teach them that their sentences do not have to be short and that they can link two sentences into one by using *and*, *so*, *but*, *because*. Have the sentences from Task O written on sheets of paper. Put them on the board and ask your students to match them. Tell them that their compositions are much nicer if they use longer sentences as well.
- e.g. He was frightening because of the mask.
Alice called her granny,... but she didn't hear her.
etc.
- 9 Ask your students now to write an article for the school magazine in which they will make a report of what happened to Alice (Task N). Tell them to use some of the verbs from Task M but they should also make sentences longer by using *and*, *so*, *but* and *because*.

Suggested homework: WB, Tasks K, L, M, N, O

Workbook key

Task A: a) watching; b) kissing; c) dancing;
d) studying; e) wanting; f) playing; g) looking;
h) happening

Task B: ten minutes ago, three hours ago, last night, yesterday afternoon, yesterday morning, five days ago, half a year ago, ten months ago, a century ago

Task C: 1) Betty watched; 2) Alice brushed;
3) Emma worked; 4) Wendy prepared; 5) Jessica danced; 6) Bib listened; 7) Kevin looked; 8) Fred tried; 9) Emily studied; 10) Carol waited;
11) John opened

Task D: a) Ted didn't wash his dad's car yesterday; b) We weren't happy last night;

c) They didn't help me last year; d) He wasn't born in 1937; e) Alice didn't open the letter; f) Alice's sister didn't play with dolls.

Task E: morning, knock, alone, looked, didn't, waited, open

Task G: a) mobile home; b) lighthouse; c) cave; d) block of flats; e) semi-detached house; f) wigwam; g) log cabin; h) farm

Task H: b) Did you dance; c) Did you work; d) Did you look; e) Did you open; f) Did you watch; g) Did you study

Task K: a) in; b) in, at, of; c) at; d) at; e) at; f) for; g) in; h) of

Task L: were, were, watched, didn't expect, was, wasn't, looked, missed, didn't score, scored, was, celebrated, listened, danced, danced, was, didn't dance

Task M: 1) Who was very excited? 2) Where did they go last week? 3) What did Alice and Mary watch? 4) When were they at the match? 5) How did Ted feel? 6) Why were Alice and Mary at the game? 7) Who was the man of the match? 8) Was Ted very sad? 9) Did they dance?

Task N: a) because; b) so; c) and; d) but

MODULE 5: FAMOUS PEOPLE AND STORIES FROM THE PAST

LESSON 1

Famous people from the past

Suggested time: 3 periods

Objectives

- * to develop speaking skills (talk about famous persons from the past)
- * to revise the past simple (irregular verbs)
- * to develop writing and reading skills
- * to talk about nationalities

Step 1

- 1 Start off by introducing the topic. First, go through all the professions, Task A (in the SB) in order to check understanding.

Do you know any military leaders / presidents?

What about famous pop groups?

Are you familiar with any world-famous writers / artists?

Are there any globally popular actors?

Accept every correct answer regardless of the person being popular now or in the past because, here, the stress is on professions. Revise the use of the indefinite article *a/an* before professions.

- 2 Now, tell the students to open their books and look at Task A (in the SB). They have to see if there are any pictures of the famous people they haven't mentioned. They can work in pairs and match the pictures with the names. After you check the matches, they have to finish the sentences from the task. Ask them to read aloud so everyone can check. Allow time to correct possible mismatches. Insist on correct pronunciation. Offer some additional information on Florence Nightingale since it is someone very few students have heard of.

LESSON PLANS

Check by doing Task B in the SB.

Note for the teacher:

FLORENCE NIGHTINGALE (1820-1910) A celebrated English nurse.

She laid the foundation of professional nursing by establishing the first nursery school in the world at St Thomas Hospital in London. She became famous by nursing the wounded soldiers during the Crimean War. She was called "the Lady with the lamp" after her habit of making rounds at night. On her birthday, 12 May, people celebrate International Nurses Day.

- 3 Introduce nationalities. Students look at the list in the SB where they can see different countries and nationalities. Go through the list by asking questions in random order:

Who lives in Greece? What do we call people from Ireland? If you lived in Scotland, what nationality would you be? Where do Turkish people live?

If you were German, where would you live? etc.

Ask your students to try to find out 2 typical endings. They should come up with *-an* and *-ish*. Put them on the board with an example and add a third category *-other endings* also with an example. Let them now copy all the nationalities from the list under the three headings:

<i>-an</i>	<i>-ish</i>	<i>-other ending</i>
American	English	French
Italian	Scottish	Greek
Russian	Irish	Chinese
Mexican	Spanish	<i>Dutch</i>
German	Turkish	<i>Japanese</i>
Austrian	<i>British</i>	<i>Welsh</i>

You can ask them to add two more in each category. Help with the third one.

- 4 Introduce the text about Beethoven by doing Task D in the SB. You can put additional questions and / or skip some and pick the questions randomly. Offer some other famous composers' names:

Many people think Mozart is the best composer ever. Do you agree?

Which nationality was he? Do you know any Russian composers? Have you ever heard of Rachmaninov? etc.

Tell your students that they are going to learn some interesting things from the life of one of the most famous German composers, Ludwig van Beethoven. Ask them to predict vocabulary by doing Task E in the SB. Help them with the expressions that are new. Students now read the text silently and underline the expressions from the list. They read again aloud. Let them do Tasks F and G individually; they read aloud the sentences to check and correct if necessary.

- 5 To finish off the lesson, you can do the **extra activity**. Offer some additional information on Beethoven.

He never married but he was often in love. His love was unhappy because the ladies he was in love with were nobles and their families would not allow them to marry a commoner. He dedicated two of his greatest sonatas to two of his loved ones.

The famous Moonlight Sonata was dedicated to Giulietta Guiccardi and also one of the most famous ones, Für Elise, was written for Therese Malfatti.

Bring recordings of the two famous sonatas and play them in class. Let the students decide which lady got the more beautiful piece of music.

Suggested homework: Tasks A and L in the WB.

Step 2

- 1 To start the lesson, revise the vocabulary by asking students to describe Beethoven's life. *Where was he born? What instrument did he play?... etc.*

Insist on full sentences.

- 2 Introduce the next historical person, Marco Polo. You can bring pictures (or make a PowerPoint presentation). Let the students guess the century by discussing his clothes. They can try to guess the nationality and the profession. Help them with information if needed. When they guess the name, you can ask some questions.

Do you know when was he born? Who did he meet in China? What did he do in China? If they don't know the answers, tell them that they are going to listen to a text about Marco Polo (Task I in the SB) and find out. They can circle the correct words and read the sentences aloud. Explain *Silk Road, ivory, merchant, Kublai Khan*.

Optional: Kublai Khan is also a very famous person from the past. Bring photos (or projections) and

offer some extra information, but let the students ask questions this time and you provide the answers. If you like, you can make a short text about his life with some words missing, and they have to fill them in after the discussion.

Note for the teacher:

KUBLAI KHAN (1215-1294)

Kublai Khan was a famous Mongol emperor, the grandson of another great emperor - Genghis Khan. His realm reached from the Pacific to the Urals, from Siberia to Afghanistan -one fifth of the world's inhabited area. In 1271 he became the first non-Chinese Emperor to conquer all China. He even tried to invade Japan but he failed. He improved agriculture and introduced the first paper money. He encouraged the arts and religious tolerance and welcomed foreign traders.

- 3 Revise the past simple of irregular verbs. Students go through the Remember frame and come up with the rules for negative sentences and questions. This should be done briefly since they have already covered the rules in the previous lesson. WH- questions are to be further practised in the next lesson.
- 4 To practice grammar, let the students do Task J in the SB.

Suggested homework: Tasks E and F in the WB (crossword).

Step 3

- 1 Start off by doing Task K (in the SB). This way, the students will revise vocabulary, and the past tense will be further practised. They can first make sentences orally (connecting the words with lines). Then ask them to write five sentences about the person they choose (or three sentences for each person). Help them to choose logical sentences. Avoid sentences that are only grammatically correct, e.g. *Marco Polo wasn't interested in music* (we don't know this). Check by asking them to read.
- 2 Students can now do Task L to further practise negative sentences.
- 3 Revise making questions. Let the students look at the Grammar box in the SB. They have to explain the rule. Explain two kinds of questions. Put them on the board:

Yes / No	to be – was / were	WH- questions
<i>He travelled to China.</i>	<i>He was a sailor</i>	<i>He played the piano.</i>
<i>Did he travel to China?</i>	<i>Was he a sailor?</i>	<i>What did he play?</i>

- 4 Students can now practise making questions by doing Task M in the SB and Task D and/or M in the WB.
- 5 Finish the lesson by introducing one more famous person, J.R.R. Tolkien. Check their previous knowledge about Tolkien and his famous work, Lord of the Rings.

Have you seen the famous film Lord of the Rings? Who is your favourite character? Why? What is your favourite part of the trilogy? Has anyone read the book? etc.

You can also bring or show pictures of the film.

Let them do Task N (first part) in the SB. Check by asking them to read. After reading the correct sentences they can make questions (part 2).

To further practise, they can do Task K in the WB.

- 6 To finish off the lesson go back to the people in Task B in the SB. Find out how much students know about their lives. Help them with vocabulary. Insist on justification. It is not necessary to go through all the people, but allow stronger students to say what they know.

Suggested homework: Task N in the WB.

Task I in the WB can be done while revising for the test.

Workbook key

Task A) a) composer, b) born, c) piano, d) interested, e) ill, f) deaf, g) married, h) funeral

Task B) learn-learned, be-was, work-worked, return-returned, play-played, begin-began, meet-met, survive-survived, come-came, die-died

Task C) a) in, b) in, c) at, d) of, e) to, f) to, g) at, h) at, i) in

Task D) a) Where was he born? b) What did he play? c) When did he die? d) Why was he sad?

Task E) a 5, b 6, c 1, e 2, f 3, g 4

Task F) across: 5 China, 7 deaf, 8 December, 10 explorer, 13 children, 14 ill, 15 classical, 16 uncle; down: 1 silk, 2 married, 3 Venice,

LESSON PLANS

4 piano, 5 composer, 6 emperor, 9 funeral,
11 porcelain, 12 Bonn

Task G) a) became, b) played, c) was, d) went,
e) were, f) began, g) died, h) travelled

Task H) a) was, b) did, c) did, d) did, e) was,
f) was, g) did, h) was

Task I) a) went, b) brought, c) lived,
d) travelled, e) had, f) played, g) used, h) didn't
have

Task J) a) didn't go, b) didn't have, c) didn't
watch, d) didn't meet, e) didn't become,
f) didn't return, g) didn't study, h) didn't travel

Task K) a) was, wasn't, b) went, c) studied,
d) have, didn't, e) were, f) became, g) died

Task L) English, Ireland, French, Russian,
Greece, Turkish, Chinese, Germany

Task M) did...go, did...go, went, didn't go,
stayed, had, didn't want, did... stay, stayed,
were, stayed, met, saw, bought

Culture Corner: James Cook

Suggested time: 1 period

Objectives

- * to develop speaking skills (talk about famous persons from the past)
- * to revise the past simple
- * to develop writing and reading skills
- * to practise project work

- 1 You can introduce the topic by showing pictures of the Cook Islands or make a PowerPoint presentation. Illustrate each question with a picture. Don't reveal the name of the islands until you ask all the questions:

What do you think of this place for spending holidays? Where do you think these islands are situated? Is this in Europe? What kind of people live there?

What do you think of the weather / climate? etc...

Finally, reveal the name: the Cook Islands. Explain that they are named after a very famous British explorer: James Cook

Note for the teacher:

THE COOK ISLANDS consist of 15 small islands in the South Pacific Ocean, north-east of New Zealand. James Cook was the first to arrive there in 1773 and named the islands Hervey Islands. Later, in his honour, the islands were named 'Cook Islands'.

The Cook Islands became a British protectorate in 1888. In 1901, the New Zealand Government annexed it. They remained a New Zealand protectorate until 1965 when they become independent.

Ask some questions to check their previous knowledge about James Cook.

Where did he sail?

Which century did he live in? Was he married?

When and how did he die? etc. Accept answers and don't comment on them yet.

- 2 Tell your students that they are going to read the text about James Cook and to try to answer the questions that remained unanswered in the introduction. Explain the vocabulary: *coal, cartographer, Great Barrier Reef.*

They read the text silently and find answers. Check by asking questions again.

- 3 Students can now do Tasks A and B in the WB.
- 4 Ask if there are volunteers to read the text aloud. Challenge the stronger students.
- 5 Now, they can do Task C in the WB. They don't have to do all the questions.
- 6 Finish off the lesson by doing Task D in the WB.

Suggested homework: Short biography (WB).

Workbook key:

Task A) 1a, 2b, 3a, 4a, 5a, 6a, 7a, 8a, 9b, 10a

Task B) 1b, 2a, 3d, 4e, 5c

Task D) a) was, b) worked, c) met, d) started, e) were, f) became, g) had, h) travelled, i) sailed, j) explored, k) died

LESSON 2

Don't fly too high (A myth about Daedalus and Icarus)

Suggested time: 3 periods

Objectives

- * to develop speaking skills (retelling stories, talking about famous stories from the past)
- * to revise the past simple (questions)
- * expressing ability in the past
- * direct and indirect objects, adjectives
- * to introduce vocabulary related to the topic

Step 1

- 1 Instead of doing Task A in the SB first, you can start off by introducing Greek mythology to your students and giving them short versions of the most popular Greek myths of your choice. You can choose any story but try to stick to the most well known (Pandora or Medusa, for example). First, ask them if they are familiar with the names (if possible bring pictures / show projections to illustrate) *Have you ever heard of Pandora? Who was she? What did she do? Have you ever heard the expression: "to open Pandora's box"?*

Then retell the story in short. Explain vocabulary if necessary: *death, plague, evil, hope.*

PANDORA'S BOX

Once upon a time Zeus sent his daughter, Pandora, down to earth so that she could marry Epimetheus. Zeus was angry with Epimetheus' brother Prometheus for giving people fire without asking Zeus first and he wanted to punish both brothers. Zeus gave Pandora a little box with a lock. He gave the key to Epimetheus and made Pandora promise never to open the box. Zeus thought that Epimetheus would be curious and open the box, but, instead, it was Pandora who was very curious. She wanted to open the box, but her husband didn't let her, so, one day, she stole the key and opened it. As soon as she opened it, out flew every kind of disease and sickness, hate and envy. Pandora quickly slammed the lid but it was too late. All the bad things were out in the world. She started crying and then ran to her husband to tell him what she had done. They opened the box again and then out came one tiny insect before she could slam the lid shut again. "Hello, Pandora," said the

LESSON PLANS

insect, "My name is Hope", and it flew out into the world

Optional: There is another famous story about the horrible creature, Medusa. You can show your students some pictures and ask them to describe it.

What does she look like? Is it human? What is it?

Then, retell the story in short. Explain the vocabulary if necessary: *Perseus, bronze shield, winged shoes, cap that can make you invisible, a sword.*

PERSEUS AND MEDUSA

A Greek hero, Perseus, got a task from King Polydiktus: to bring Medusa's head and he would free his mother. Medusa was a deadly creature with hair made of snakes. Anyone who looked at her was turned to stone. The goddess Athena decided to help Perseus and gave him a very sharp sword. The Nymphs gave him three things: a cap to make him invisible and hide from Medusa's sisters, winged shoes to escape quickly and a special bag to put Medusa's head in. Perseus crept up to Medusa, looked at her reflection through his shield and cut her head off. Then he put her head into a bag and took it back to the palace. As he pulled the head out of the bag, he turned all of the court to stone and freed his mother.

(You can make a connection with Harry Potter and his invisible cloak and the famous Gryffindor sword. In the book, he used his glasses to avoid looking at the deadly snake he had to kill.)

- 2 Now talk about the difference between myths and legends. Compare with those of your own country. Use the questions and prompts from Task A in the SB and introduce the names from the myth that is going to be read: Icarus and Daedalus. Tell the students that this is another famous Greek myth. The students now predict the words they expect to find in the story by underlining them on the list (Task A in the SB).
- 3 Pre-teach the key vocabulary by doing Task B in the SB. Insist on correct pronunciation.
- 4 Ask your students to finally read the whole story and order the pictures according to paragraphs (Task C). Give them limited time (3-5 minutes).
- 5 Students now listen to the recording and check if they have the correct order. In this way they go through the text once more. Check comprehension by asking questions and explain vocabulary (put it on the board).

What is the Acropolis of Athens? Why was Daedalus banished from Athens? Who was

Poseidon? What was the Minotaur like?

Insist on the correct pronunciation of the Greek names, but keep in mind that this may be difficult and shouldn't be something that is to be marked. Do Task D in the SB.

- 6 Let the students now do Task E in the SB individually, then they read the true sentences and correct the rest of them in their notebook.
- 7 To finish off the lesson, students can do Task C in the WB.

Suggested homework: Tasks A and B in the WB.

Step 2

- 1 Start off by checking homework.
- 2 Give your students 2 minutes to revise the story about Daedalus by doing Task F in the SB. Students then read aloud.
- 3 Go through all the questions from Task G orally. Students are allowed to use the text from the SB to help them with the answers. After doing each group of questions, ask your students to find the difference in forms between group A and groups B, C. Explain the difference:

A) question	<u>Who</u> asked Daedalus for help? (subject question)
answer	<u>Minos</u> asked Daedalus for help.
B, C) question	<u>Where</u> did Icarus fall?
answer	Icarus <u>fell into the sea</u> .

Put it on the board and let the students come up with the rule. Help if necessary.

Students now have to answer two questions from each group (or as suggested in SB Task G). They read the answers.

- 4 Now do the listening task H (in the SB). Tell the students that they can put the first letters of the name to save time. Do the listening twice, and then check.
- 5 Let your students go to the Remember box and check the Giving Advice section. Explain what advice is, and the difference between *Don't do this!* and *You shouldn't do this!* Ask your students to tell you which one is more polite. Try to imagine who usually says *Don't...* (teachers? mothers?).
- 6 Do Task K in the SB. Students should help someone to solve a problem by giving advice. First, you can ask them to give advice to Icarus:

You shouldn't fly too high!
You should listen to your father!

They can do **a, b, c, d** at school and the rest for homework if there's not enough time.

Suggested homework: Tasks K and L in the WB.

Step 3

- 1 Start off by doing Task I (speaking) in the SB. To save time, students don't have to do any writing. They just have to find (and underline) the sentences in the text and translate them.
- 2 Let the students do Task G in the WB and revise the negative sentences. Revise the rule: **did + infinitive**, especially when the verb is irregular and it is not obvious.
- 3 Students now look at the Remember box and become aware of two kinds of objects. Explain by translating and giving examples from your language. They should do Task I in the WB for further practice.
- 4 Go back to the Remember box one more time. Introduce adjectives. Compare with adjectives in your language. Students should come up with a definition (help by asking: What kind of words are adjectives? Do they come before nouns or before verbs?)

Write 3 endings on the board: -ous, -ful, -y and explain that some adjectives can be made from nouns. Put all of the nouns from the textbook under the correct heading on the board. Give the students some more nouns and encourage them to make adjectives:

joy – joyful, play – playful, courage – courageous, skin – skinny, cloud – cloudy.... etc. Encourage stronger students to come up with their own examples. Put everything on the board and let the students copy.

-ous	-ful	-y
envious	useful	lucky
dangerous	beautiful	noisy
adventurous	skilful	sunny
courageous	joyful	cloudy
	playful	skinny

- 5 For further practice, do Task J in the WB.
- 6 To practise speaking, put / write only the verbs on the board (in order they appear in the text). Students should retell the story about Daedalus using the verbs:

Was... couldn't stand... taught... became envious... pushed... banished... worked... gave... kept... gave birth... built... shut up... kept watch... wanted to

escape... realised... made... tied... warned... flew... melted... fell... drowned... lost

You can do the same thing with the nouns:

inventor ... nephew... skills... Acropolis... Crete... White bull... Minotaur... sacrifice... etc.

This can be a good introduction for the writing task that the students have to do for homework.

Suggested homework: Task N (writing) in the WB (for stronger students) or Task L in the SB.

Workbook key

Task A) 1 labyrinth, 2 inventor, 3 wax, 4 advice, 5 bull, 6 drowned

Task B) 1 proud, 2 escape, 3 leave, 4 watch, 5 way, 6 prepared, 7 too, 8 taught, 9 fell

Task C) 1 architect, 2 labyrinth, 3 kept, 4 thinking, 5 wings, 6 feathers, 7 before, 8 advice, 9 sea

Task D) regular: start, realise, control, ask, warn; irregular: be, make, teach, keep, fall, put, forget

Task E) 1a, 2a, 3a, 4a, 5a, 6b, 7b, 8b

Task F) a) was, b) worked, c) built, d) didn't want, e) kept, f) found, g) used, made, e) taught, warned, f) didn't listen, happened

Task G) go, give, keep, fall, ask, build, want, make, forget, lose

Task H) a) to, b) to, c) to, d) -, e) to, f) -, g) -, h) -

Task I) a)...Alice a red rose, b)...Icarus advice, c) ...Melanie a book, d) ...Ted a new ball, e)...Betty a nice birthday present

Task J) a) dangerous, b) noisy, c) luck, d) envious, e) skilful, f) beauty, g) rainy, h) wonderful, i) lucky

Task K) 1 should, 2 should, 3 shouldn't, 4 shouldn't, 5 should, 6 should, 7 should, 8 shouldn't, 9 shouldn't

Task L) 1 who, 2 when, 3 who, 4 who, 5 where, 6 how, 7 what, 8 why, 9 what

Task M) a) could, b) could, c) couldn't, d) couldn't, e) couldn't, f) could/couldn't

MODULE 6: ADVENTURES AND MISADVENTURES

LESSON 1

What a run of bad luck!

Suggested time: 3 periods

Objectives

- * to introduce the past continuous
- * to practise and contrast the past simple and the past continuous
- * to talk about adventures and misadventures
- * to make suggestions
- * to practise prepositions of movement
- * to write about personal experiences

Step 1

- 1 Unjumble the title of the lesson on the board (e.g. LUCK WHAT RUN BAD OF A) and ask the students to put the words into the correct order (What a run of bad luck!). Tell your students that you will talk about bad things that can happen to somebody. Write the following sentence on the board: Bad luck is when _____. Ask them to copy the sentence into their notebooks and finish it. When they have finished the task, brainstorm their ideas on the board. This can be a good exercise to motivate them for the topic.
- 2 Cut out a picture of a shark from a magazine or print one from the Internet and stick it onto the board, next to the sentence from the previous task. Ask them to make a connection between bad luck and sharks. Ask them to imagine different situations. Students are quite imaginative at this age so you will probably get a lot of situations and descriptions of shark attacks. Let them share their ideas because it can be a good speaking exercise.
- 3 Ask them to open their books now and look at the pre-reading task (Task A). Tell them to cover the text and circle the correct answer. Do not

give them too much time because the questions are quite easy and they do not have to read the text to answer them. Check the answers and explain them if you notice some problems in understanding. Close the books.

Key: 1) a; 2) b; 3) b; 4) a; 5) a; 6) b

- 4 Write some of the sentences from the text on pieces of paper. Mix them up and put them on the board. Ask different pupils to read the sentences before you put them on the board. And do not forget to make the letters big enough! When all the sentences are on the board, ask the students to put them into the correct order to make a story.

My class was taking part in a beach clean-up.

After two hours of hard work we decided to have some fun.

I decided to swim away from the shore.

While I was swimming, I heard a scream, 'Shark!'

I saw something black in the distance.

I was swimming as fast as I could.

The last thing I remember was someone pulling me out of the water.

It was Carol who had saved my life.

When they finish the task, the teacher reads the text and they check if they have made any mistakes.

Variation – Walking story: Instead of putting the sentences on the board, you can give them immediately to various students (without reading them aloud first). Ask them to come to the front of the class and discuss the order of the sentences. The students put themselves in order from left to right. When they finish the task, they have to read their sentences. The teacher and the class decide if the story makes sense.

Note for the teacher:

Michael Phelps (born June 30, 1985) is a famous American swimmer who was the first athlete in history to win 8 gold medals at a single Olympic Games. He won six gold and two bronze medals at the Olympic Games held in Athens in 2004, and eight gold medals at the Olympic Games held in Beijing in 2008. He first started swimming at the age of 7 and started breaking world records when he was only 15. His nickname is the Baltimore Bullet.

- 5 You can now ask them to open their books and read the text aloud. Ask comprehension questions after reading the text.
 - a) Who had a run of bad luck?

- b) What were they doing on the beach?
- c) What was the weather like?
- d) What were the people on the beach doing?
- e) Who didn't swim?
- f) What did Kevin hear?
- g) What did he see?
- h) How did he feel?
- i) Where did he wake up?
- j) Was there a shark in the water?

Note for the teacher: if you have some extra time at the end of the lesson, you can write some of these questions on the board and the students can answer them, but focus on the past simple questions. All the exercises dealing with the past continuous in Step 1 should be done in a natural way, without much explaining, because you will teach the new structure explicitly in your next class.

6 When your pupils have a global understanding of the text, move to the new vocabulary in Task C. The students read the definitions of the words and translate them into their notebooks. Ask them to choose several words from Task C and make sentences with them.

7 To practise the new vocabulary, you can play several games with the class.

- a) You can play the Paraphrase game. Divide them into groups of four, give each group a piece of paper, read the paraphrases and they have to write the words one after another. When they finish, collect the pieces of paper and award one point for the correct word and one point for the correct spelling. The winner is the group with the highest score.
- b) Memory can be played on the board in two ways: word-translation or word-paraphrase
- c) Bingo can also be played with the words. Each student has to copy 6 words from the list into their notebook. The teacher reads the definitions and they cross out the words whose definitions they hear. If a student hears the definitions of all six words that he/she has copied, he/she is the winner and shouts BINGO!

8 Ask them to complete the text in Task E with the missing words.

Key: pollute, collecting, decided, was, watching, splashing, suddenly, shark, saw, were.

9 You can move to Task B now. It introduces the past continuous tense, but do not insist on it

much. They will be familiar with the verb *was / were* and they will understand the structure of the sentence easily. Check what they have done.

10 To finish the lesson you can revise the text in three ways:

- a) Read the text, but occasionally stop and ask the students to tell you which word should follow. Optional: you can prepare a handout for the students to fill in.
- b) You can read the text with deliberate mistakes. When they spot the mistake, they have to say *Stop* and correct it.
- c) Play a *Class vs. teacher* game. In this game, the teacher asks ten questions. If the students answer correctly, they win a point, and if the answer is incorrect, the teacher wins a point. In this game, the class usually wins, which is good because it shows that they have mastered the text, but it also works as a good cohesive device for the class because they have to unite to beat the teacher, which is a thing they particularly enjoy.

Teacher	Class
✓	✓
	✓
	✓

Suggested homework: WB, Tasks A, B, C, D.

Step 2

1 Check the homework.

2 In this lesson you will focus on the past continuous tense more explicitly so you can start with Task F (listening) because the dialogue exposes the students to the new structure a number of times. Students listen to the conversation between Betty and Melanie and circle the correct answers.

Key: 1b; 2a; 3b; 4a; 5b; 6b; 7a

3 Now you can start explaining the past continuous tense. Revise the text about Kevin and as you are discussing it, write the key sentences on the board (written in italics).

Where was Kevin yesterday? He was on the beach.

What **was** he **doing** on the beach? He **was cleaning up the rubbish**.

What was the weather like? The sun **was shining**.

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Was he alone? *Some tourists **were sunbathing** and some children **were making** sandcastles.*

***Was Kevin making** sandcastles? No, he **wasn't making** sandcastles.*

etc.

Now you can underline all the past continuous structures and stress that the past continuous is used for an action that was in progress at some point in the past. You can also write some of these sentences in the present continuous tense and you can contrast the two tenses. The concept should not be too difficult to comprehend. You can also relate *are* and *were*.

Ask your students to study the Remember box in the book. Pay special attention to *was* and *were* because they are often confused by students.

4 To illustrate the usage of the past continuous, you can make a couple of simple drawings. Students can copy this model into their notebooks if you do not want them to copy the sentences from the previous task.

a) We use the past continuous to talk about an action in progress in the past.

Kevin **was swimming**.

→

b) We use it to talk about two actions in progress at the same time in the past.

While they were sunbathing, Kevin **was cleaning** the beach.

Kevin **was cleaning** the beach **while they were sunbathing**.

→

WHILE

→

Note for the teacher: You can mention the interrupted past here, but it will be explained and practised in Lesson 2 so you do not have to spend too much time on it. The general idea is to master the structure of the past continuous first.

5 Tell your students to find a couple of examples of the new structure in the text about Kevin and underline them. Analyse when we use *was* and when we use *were*.

6 Copy the sentences from Task H into two columns: past simple or past continuous and students copy them into their notebooks.

Key:

PAST SIMPLE	PAST CONTINUOUS
Carol saved my life.	The sun was shining.
There were a lot of tourists on the beach.	My class was taking part in a beach clean-up.
Carol didn't want to swim.	They were sunbathing and swimming.
Suddenly, I heard a scream.	Some children were making sandcastles.
I saw something black in the distance.	She was laughing while they were playing in the sea.
I woke up at home.	I wasn't thinking about any kind of danger.
	People were swimming towards the shore.
	Someone was joking.

7 Two speaking activities can follow – Task I and Task J. Task J is pair work, but you can expand it before you let your students talk to each other about what they were doing yesterday afternoon. Student A predicts what student B was doing yesterday (and vice versa) and puts + or – next to the verbs. Then they ask each other questions (e.g. Were you sleeping? Were you laughing?...) and check how many correct guesses they have. Remind them to use short answers *Yes, I was* and *No, I wasn't*. The winner is the pupil who has the highest score, i.e. the pupil who has more correct guesses.

After this activity they can look at the grid and talk about themselves. This can be done in pairs first and then student B can report to the class about his/her friend, or they can talk about themselves directly to the class.

8 Task L is also an optional pair work activity which can be turned into writing a report about a friend.

9 Task K is a writing task which can be used to round off the lesson. Pair off the students again and tell them to use the model to write similar dialogues. Read the dialogues when they finish. If you have a stronger class, encourage them to expand the dialogues.

10 Optional. This can be done at any time during the lesson if you have enough time and if you feel further practice is needed. Bring a movie into the classroom, or watch a clip on YouTube. You can use a popular sitcom because the students will be familiar with the characters. Watch a clip

for a while and afterwards ask them to write as many sentences containing the past continuous as possible. This activity can be both fun and motivating.

Suggested homework: WB, Tasks E, F, G, H

Step 3

1 Play a game with the class to revise the past continuous tense. Divide the class into groups of three or four. Give each group the same picture in which they can see a lot of activities. Ask the groups to use the past continuous to make as many sentences as possible in five minutes. The sentences must be true and grammatically correct. The team with the most correct sentences is the winner.

2 Optional. If your classroom overlooks a busy street, ask them to look out of the window and take notes for five minutes. Later, they report to the class. The sentences have to be in the past continuous tense – e.g. A policeman was riding a motorbike; A woman was walking her dog...

3 Task M in the book can follow. It is similar to the game that you have played but it is also an extension because they need to connect two sentences with WHILE. Remind your students when to use a comma.

Key:

- 1 Some children were playing in the water while Carol was watching them.
- 2 Children were collecting plastic bags while some tourists were sunbathing.
- 3 Kevin was swimming away from the shore while some tourists were swimming towards the shore.
- 4 Some children were making a sandcastle while a lady was reading a book.
- 5 Kevin's classmates were walking along the beach and collecting empty cans while some boys were diving into the sea.

4 Do the sentence snake in Task N. Challenge them to find all the sentences as quickly as possible. There are seven sentences. You can prepare some small prizes for the winner(s). For example, the winner does not have to copy the sentences while the rest of the class have to copy at least three sentences. Listen to the recording and check the sentences.

Key:

- 1 Some children were writing on the blackboard.

- 2 Betty was talking on the phone.
- 3 Alice was yelling at Melanie.
- 4 Jane was laughing.
- 5 Ted was arguing with Sam.
- 6 Somebody was shouting.
- 7 Some girls were reading a teenage magazine while some boys were talking about football.

5 Study the prepositions of movement in the Remember box. Explain what the words mean but you can also bring some visuals (posters, drawings, flashcards...) which depict the prepositions that are used in the lesson. Gestures are also very useful to teach the target vocabulary.

6 Ask the students to look at the pictures in Task O. They have to match the pictures with the sentences and fill in the missing prepositions of movement: *into, along, down, out of, on, towards, across*.

Key: a) down; b) out of; c) on; d) towards; e) across; f) into; g) along

7 Students have to complete the directions in Task P by using the expressions *go along, on the right, turn, past, the way, across*.

Key: the way, across, turn, go along, past, on the right

8 You can do several activities to reinforce the target vocabulary (prepositions of movement):

a) you can invent a TPR story in which you will mention as many of the words as you can. It can be a bit noisy but it is good listening input.

Example: It is summer and you are getting ready for the summer holidays. **Get on** the plane. Wave to the people. **Sit in** the seat and enjoy the flight. **Get off** the plane. **Walk down** the stairs carefully. It is wet and slippery. Ouch! You fall down. Fortunately, everything is OK. Go to the hotel. After lunch you go to the beach. But where is it? **Walk across** the square, **turn left, turn right** and there it is. **Run towards** the sea and **jump into** it. Ouch! Jellyfish! **Run out of** the water.

b) Play Tic-Tac-Toe (Noughts and Crosses) with the words. Students have to make full, meaningful sentences.

out of	turn	across
towards	along	into
away from	past	get off

c) Play the Memory-Concentration Game.

LESSON PLANS

Divide the class into groups of four or five. Draw a grid on the board with just numbers and letters. Students have to call out a number and a letter to match the expressions to win a point (but they must not write anything down). They can confer as a team, but you will accept the answer only from the student whose turn it is. Slowly, you fill in the empty grid on the board as they make matches. The winner is the team with the highest score.

Empty grid on the board:

1	A
2	B
3	C
4	D
5	E
6	F
7	G

Teacher's grid:

1 walk down	A the plane
2 pull out of	B the bridge
3 get on	C the water
4 swim towards	D right or left
5 run across	E the way
6 turn	F the stairs
7 tell me	G the beach

Key: walk down the stairs, pull out of water, get on the plane, swim towards the beach, run across the bridge, turn right or left, tell me the way.

Suggested homework: WB, Tasks I, J, K, L

Step 4 - Guided writing (optional step)

The students have to write an email to a friend about something that happened to them in the past. There are prompts to help them write a composition.

You can devote the whole lesson to this step if you want to do the guided writing together with your class. It is a time-consuming exercise and the students will probably need the whole lesson to complete it. You can ask them to bring dictionaries. At the end of the lesson read some of the compositions or display them on the board for everyone to read.

If you do not have enough time to do it in class, you can skip the whole step and assign the composition for homework.

Workbook key

Task A: a) distance; b) splash; c) grateful; d) terrible; e) suddenly; f) terrified; g) collect; h) garbage; i) shore; j) pollute; k) shark

Task B: a) grateful; b) splashing; c) pollute; d) decided; e) fainted; f) while; g) suddenly; h) terrified; i) distance; j) shore

Task C: 1E; 2F; 3C; 4A; 5D; 6G, 7B, 8H

Task D: I can hear: tourists speaking, a scream, someone calling my name; I can see: something black in the distance, the sun in the sky, my family in the photo; I can make: sandcastles, the bed, a mistake; I can save: money, somebody's life, the planet; I can swim: in the pool, in the sea, in the lake; I can decide: to work hard, to relax, to spend a day on the beach; I can write: a diary, an email, a blog; I can have: some fun, a great time, problems in my life

Task E: 1a; 2b; 3a; 4b; 5b; 6a; 7a

Task F: a) Ted was reading a good book when the lights went out.
b) Ted was writing an email letter to Kevin when the storm started.
c) Ted's parents were watching a film on TV when the burglar entered the house.
d) Ted and his classmates were collecting old bottles while we were picking up the garbage.
e) Kevin was dancing with Alice while Sam was dancing with Melanie.
f) Some children were writing on the board when the teacher walked in.

Task G: was trying; was reading; were making; was collecting; was sunbathing; were throwing; were playing; was shining

Task H: a) Where was Kevin swimming?
b) Who was calling Kevin's name?
c) What were the children doing?
d) Where were the tourists sunbathing?
e) What was Carol watching?
f) What was Kevin thinking about?
g) Why was everyone swimming towards the shore?

Task I: a) was writing, were playing; b) was looking, was waving; c) was reading, were playing; d) was calling, was shouting

Task J: Let's, sunbathing, collect

Task K: 1) in; 2) of; 3) in; 4) about; 5) in; 6) towards; 7) of; 8) out; 9) with; 10) up; 11) behind; 12) with; 13) to

Task L: through, up, past, into, out, in, across, under, towards, along, from

LESSON 2

How I found myself on a desert island

Suggested time: 3 periods

Objectives

- * to talk about feelings
- * to learn how to write and pronounce ordinal numbers (1st-30th)
- * cardinal numbers over 1000, reading years
- * revision and extension of prepositions: *between, inside, in the middle of, next to, outside, around*
- * the use of articles – a, an, the, Ø
- * revision of the past simple and the contrast between the past simple and the past continuous
- * the conjunctions *when* and *while*
- * talking about personal experiences
- * writing about fictional experiences (desert island)

Step 1

- 1 Introduce the topic (desert island) by playing a Guessing game (Is it...?/ Does it...?...) or an Association game. You can also bring a picture of a desert island to class, stick it onto the board face down, and when they guess the expression show them the picture. The picture itself can prompt communication and motivate students because they will probably think about holidays, sea, palm trees, etc.
- 2 Pair off students and let them do Task A in the SB. They have to discuss questions 1-5 so give them a couple of minutes to come up with the answers. When the time is up discuss the questions with your students.

Note for the teacher:

Robinson Crusoe is a famous novel by Daniel Defoe written in 1719. It tells the story of a castaway who spent 28 years on a remote tropical island near Trinidad, encountering cannibals and mutineers before being rescued. The novel has been translated into many languages and several films dealing with the plot of the book have been made. Some films have taken the general idea of a man on a desert island and placed the story in modern times. The most famous attempt is the

film *Cast Away* starring Tom Hanks which was released in 2000.

- 3 Do Task B in the SB to introduce the words they will need to understand the text. To reinforce the vocabulary, paraphrase the words and the students have to guess them. You can turn it into a game if you wish:
 - a tall tree with large leaves that grows in tropical areas – a palm tree
 - a piece of land surrounded by water – an island
 - they are white inside and they grow on trees – coconuts
 - a hole in a rock face where people could live – a cave
 - when you walk along the beach, you leave them in the sand – footprints
 - a destroyed ship – a shipwreck
 - you write your personal and private thoughts in it – a diary
 - you hide in it to protect yourself from rain – a shelter
 - when a plane falls from the sky – a plane crash
 - people who eat human flesh – cannibals
- 4 Inform your students that they are going to read about a person called Justin Dobinson who was stranded on a desert island. In Task C, they have to predict which of the given words they will find in the story. Do not let them look at the text at this phase. Ask them to justify why they have circled some of the words. In this way they will use the given vocabulary and make their own stories. You can also ask them which words will not be in the story and why.
- 5 Let them read the text and see if they were right. Read the text and circle the correct answers.
Key: 1a; 2b; 3a; 4b; 5b; 6b; 7b; 8a
- 6 Do the speaking exercises (Tasks E and F). You can also play a Memory game – say as many sentences as you remember from the text in 3 minutes.
- 7 Let them study the Remember box (Ordinal numbers) and draw a conclusion on how ordinal numbers are formed. Read them together a couple of times. Do Tasks I and J in the SB.
Key: Task I: a) the fourth; b) the sixth; c) the tenth; d) the fourteenth; e) the seventeenth; f) the nineteenth; g) the twenty-first; h) the thirtieth
Task J: a) found; b) rubbed; c) collected; d) decided; e) saw; f) looked; g) covered; h) danced

LESSON PLANS

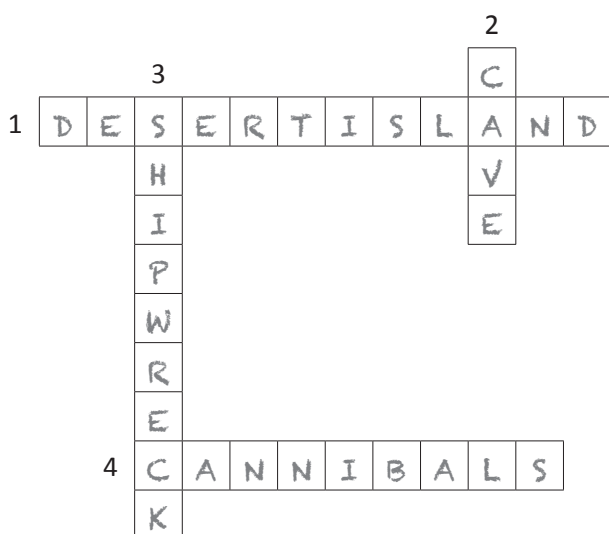
- 8 A good way of practising is to write ordinal numbers, either by word or by number, on a small slip of paper and hand them out randomly face down on the students' desks. Bring in a stop watch, and tell them when you say go they have to get into a line from 1st to the highest number and then call them out correctly. Time it and then play again, telling them they have a chance to beat their previous time, though mix up the cards again. In this way you can pronounce the numbers over and over again.
- 9 Study the rules for reading numbers in the Remember box and get the students to write the numbers in Task H in their notebook.

Suggested homework: WB, Tasks A, B, C, D, F.

Step 2

- 1 Check the homework and reinforce the vocabulary by playing a game. Divide them into small groups and give them a couple of minutes to revise the vocabulary from the previous lesson. Distribute sheets of paper. They have to write as many words from the previous lesson as they remember, but they should be arranged as in a crossword i.e. the words should go horizontally and vertically. Give them five minutes (or less) to make their crosswords. When they finish, you can count the correct words or they can win as many points as there are letters in their words. If they misspell a word, they get negative points.

Variation: the game can also be played on the board in two teams.



- 2 Tell them to write numbers next to the words and ask which word is the first, the fourth... In

this way, you will revise both vocabulary and ordinal numbers. You can also ask them where some of the words are – use: under, next to... This can be an introduction to the listening task.

- 3 Before you let them listen to the recording, revise the prepositions in Task G. Study the words first and then tell them to take a pencil. They have to put the pencil where you tell them to, e.g. Put the pencil **next to** your pencil case, put it **behind** your ear...
- 4 Students listen to four people describing what they saw on a desert island and match the pictures to what they hear. Divide them into four groups. Each group has to describe one picture and write what they see in their notebook by using the given prepositions.
- 5 Optional. Students can draw speech balloons onto the pictures in the book and invent pieces of text for each speech balloon.
- 6 If you can, watch a part of the movie Cast Away with your students. Discuss it.
- 7 Do Task K in the book.
Key: played, survived, found, had to, was, managed, tried, found, talked, spent, wanted, built, faced, saw, took
- 8 Write the past simple forms of the verbs on the board and ask them to retell the story just by looking at the verbs. To check comprehension, you can also read the text with some wrong pieces of information which they have to correct, or you can stop reading at a certain point and ask your students which word comes next.
- 9 To round off the lesson, study the Remember box in the SB dealing with articles. Let them copy the rules into their notebook.

- 10 Do Task L

Key: a, an, the, -, the, -, a, the, the, the, an, the, -, -, -, the, the, a

- 11 Optional. Have a scavenger hunt or a race. Divide the students into groups of three or four. Give each group several magazines to cut up. (You can tell them to bring their own magazines, or provide them yourself). The groups have to look for nouns that are preceded by a, an, the or Ø. The students can either cut out the pictures in a given period of time, or make a list of the objects they find. The winner is the group with more correct items.

Suggested homework: WB, Tasks E, G, H, I, J

Step 3

- 1 Check the homework.
- 2 Draw a (desert) island on the board, a palm tree and a bolt of lightning that struck the tree. Explain that tropical storms can be very severe and frequent and that this scene is quite usual for that area. Ask them what the people and animals on the island were doing when the lightning struck. Write the following beginning on the board:

When the lightning struck the tree...

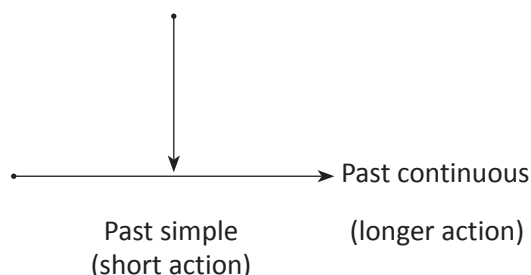
Students take turns to finish the sentence. For example:

When the lightning struck the tree, a monkey was reaching for a coconut.

When the lightning struck the tree, two birds were singing.

Write the sentences on the board. Point out the two different past tenses – an activity that lasted was interrupted by a short, sudden action / event (the past continuous is used with the past simple).

- 3 To explain the Interrupted Past, you can also play a game-like activity after which they will have to make their sentences. They have to close their eyes and imagine that they are at home or on holiday doing something relaxing and fun (something they like doing most). After a minute (30 seconds), the teacher knocks on the desk and asks them the question: What **were** you **doing** when I **knocked** on the desk? Let them say their sentences and you can write one or two on the board as well. Draw the following to illustrate the concept.



- 4 To practise **while**, tell the students to connect the following sentences. You can write the sentences on the board or you can prepare handouts.

1 While she <u>was driving</u> a car,	a) they <u>heard</u> screams.
2 While he <u>was making</u> dinner,	b) somebody <u>robbed</u> my house.
3 While they <u>were walking</u> down the street,	c) an apple <u>fell</u> on his head.
4 While he <u>was sitting</u> under a tree,	d) he <u>burnt</u> his hand.
5 While I <u>was having</u> a shower,	e) she <u>hit</u> a tree.

Key: 1e; 2d; 3a; 4c; 5b

Students write the correct sentences into their notebooks. Tell them that you can also put the sentences the other way round:

He burnt his hand **while** he was making dinner.

Point out that in such a case there is no comma.

- 5 Variation: you can make the activity more challenging if you write just the first part of the sentence on the board and play a Memory game. They call out a number (you read the sentence from the board) and a letter (you read the sentence from your paper) and if they are a match they win a point and you complete the sentence on the board.

- 6 Study the examples in the Remember box and do Tasks M and O in the SB.

Key: Task M: 1) while; 2) when; 3) while; 4) when

Task O: 1) found; 2) started; 3) discovered; 4) saw; 5) fell; 6) noticed; 7) heard; 8) adopted

- 7 Let them do Task N in the SB – read and act out the dialogues. Let students invent their own dialogues using the model in the book.

- 8 Pair off the students or put them in groups of four and tell them to do Task N in the Workbook (Ten days on a desert island). What did Mr Watkinson do from the 1st to the 10th day on the island? Give them 8-10 minutes to complete the task after which they read their sentences to the class.

For quick finishers: write ten items that you would like to have with you if you were stranded on a desert island.

Suggested homework: WB, Tasks K, L, M

Step 4 (optional) – Guided writing

The students have to write an imaginary experience on a desert island. There are prompts to help them to write a composition.

LESSON PLANS

You can devote the whole lesson to this step if you want to do the guided writing together with your class. You can ask them to bring dictionaries. At the end of the lesson, read some of the compositions or display them on the board for everyone to read.

If you do not have enough time to do this in class, you can skip the whole step and assign the composition for homework.

Workbook key

Task A: a) upset; b) thirsty; c) happy; d) lonely; e) sleepy; f) terrified; g) excited; h) bored

Task B: a) water; b) fire; c) diary; d) coconut oil; e) seaweed; f) cave; g) afraid; h) footprints

Task C: find; a cave, shelter; make: a fire, a mistake; decide: to protect myself from the sun, to find shelter; write: a diary, a blog; drink: water, juice; boil: eggs, water

Task D: a) crawl; b) poisonous; c) coconuts; d) shelter; e) caves; f) deserted; g) noises; h) footprints; i) seaweed

Task E: a) found; b) survive; c) lived; d) saved; e) was; f) returned

Task F: a) the third; b) the fifth; c) the eleventh; d) the fourteenth; e) the nineteenth; f) the twenty-first; g) the second; h) the eighty-eighth; i) the ninety-seventh; j) the twenty-eighth; k) the thirtieth

Task G: a) find-found; b) try-tried; c) make-made; d) see-saw; e) crawl-crawled; f) want-wanted; g) hear-heard; h) eat-ate; i) drink-drank; j) dig-dug; k) dance-danced

Task H: a) saw; b) drank; c) made; d) ate; e) wrote; f) heard; g) found

Task I: in front of, next to, next to, in the middle of, behind, along

Task J: part A: a) a, a, The; b) The, -, the; c) -; d) -, -; e) -, The; f) the; g) a, The

Task J, part B: a, the, -, a, The, The, -, -, -, The, the, -, The, an

Task K: 1) was driving; 2) heard; 3) was cleaning; 4) fell; 5) saw; 6) were writing; 7) crashed; 8) was smiling; 9) shouted; 10) was watching

Task L: a) heard, b) decided; c) thought; d) made; e) got

Task M: a) was looking; b) was trying; c) was boiling; d) was running; e) were working

Module 7: FREE TIME

LESSON 1

Have you ever played table tennis?

Suggested time: 3 periods

Objectives

- * to talk about experiences, hobbies, sports, travelling and cinema
- * to introduce the present perfect (with *ever*, *never*, *twice*, *so far...*)
- * to revise comparative and superlative forms of adjectives
- * to develop listening and speaking skills

Step 1

- 1 Start off by doing Task A (in the SB). You can ask some additional questions like:

Do you watch films only in the cinema? Do you watch films on your computer or DVD player? Who is the coolest actor in the world? (A girl's opinion.)

Where is the first place you would choose to go if you had all the money in the world?... etc.

In this way, you expand vocabulary and introduce Task B (in the SB). Students should copy this table in their notebooks. When they finish sorting out the expressions, ask them to find some additional expressions for each category. Write their suggestions on the board. They may come up with something like:

films	sports	places
<i>thriller</i>	<i>rowing</i>	<i>cinema</i>
<i>drama...</i>	<i>water polo...</i>	<i>theatre...</i>

etc.

- 2 To further discuss film genres, do Task B (in the WB). Ask your students to try to give an example for each genre. There is going to be some discussion because there are virtually no pure

genres. Allow some, but don't let them discuss endlessly.

- 3 Then move on to Task C (in the SB). Ask the students to read silently the first dialogue (Sam and Betty) and find out what kind of films she likes. When they answer that, ask them some additional questions:

What does Betty do in her free time?

Has she ever watched a horror film? What is Forrest Gump?

Note for the teacher:

- *Forrest Gump is a comedy-drama directed by Robert Zemeckis, starring Tom Hanks and Robin Wright. The story depicts several decades in the life of Forrest Gump, an Alabama simpleton who travels across the world, meeting historical figures, influencing popular culture and experiencing some of the historic events of the late 20th century. The film won 6 Academy Awards.*

- 4 Now ask your students to read the next dialogue (Sam and Ted) and find out what Ted does in his free time. To check understanding, ask some additional questions:

What sports are mentioned in the dialogue?

Who played table tennis? Is Ted good at American football?

Why is table tennis perfect for Sam?

- 5 Move on to the third dialogue (Sam and Jane). This time they have to find out Jane's hobby. To check understanding, ask some additional questions:

What places has Jane visited so far?

What has she seen in New York?

Notice that some of the questions are in the present perfect tense. This is the stage when we are introducing it without explaining the form to help students get used to it. The aim is for students to understand the question that starts with *Have you ever...?* and sentences like *She has never...* The grammar rules will be introduced in the next lesson.

- 6 After discussing all three dialogues, let the students cover the text and do Task D (in the SB) while listening to the recordings. To further introduce the present perfect, check by asking questions (based on the sentences) to volunteers (they raise hands if they know the answer):

Does Sam like watching horror films? Yes, he does.

Has Betty seen Forest Gump? No, she hasn't.

Is Ted good at American football? No, he isn't.

Is Sam good at basketball? No, he isn't.

Has Ted ever played rugby? He doesn't say (...but I think he has/hasn't).

Has Jane ever been to New York? Yes, she has.

Has Jane's uncle ever lived in Italy? Yes, he has.

Has Jane been to Italy nine times? No, she hasn't. (She has been there seven times.)

Has Sam seen many celebrities on TV? He doesn't say (...but I think he has/hasn't).

Insist on grammatically correct answers, but at this point don't explain the grammar rules.

Now let the students do Task E (in the SB) and match the pictures with the correct people.

- 7 To finish off the lesson, do Task F (in the SB). They can copy the sentences in their notebook. Help them by writing on the board. This should be done as a whole class activity since the present perfect tense hasn't been explained. They should come up with sentences like:

Sam has never played tennis.

Betty has never seen Forest Gump.

Ted has never played tennis.

Jane has never seen black cabs in New York.

Suggested homework: Tasks A, C and D in the WB.

Step 2

Check homework.

- 1 To revise the previous lesson, talk about the people Sam has interviewed so far (Betty, Ted and Jane). Check what each person does in his/her free time. Then move on to Task E in the WB. This is the fourth dialogue (Sam and Alice). Explain to your students that Sam has asked Alice the same things he asked everybody else: *What does she do in her free time?* They should complete the dialogue individually. The previous dialogues can help them. Check by asking them to read aloud. Correct if necessary. At this point, grammar explanations are not needed. They simply use the previous dialogues as models.
- 2 Now, do the listening (Task G in the SB). Let the students listen to the dialogue between Sam and Fred. While listening, they should look at the task. Then allow them 2 minutes to circle the options. They should listen to the recording for the second time and check their answers.

LESSON PLANS

Notes for the teacher:

- *Twilight Saga is a series of supernatural romance fantasy films based on the four Twilight series novels by American author Stephanie Meyer. The film stars Kristen Stewart, Robert Pattinson and Taylor Lautner. The plot is about seventeen-year-old Isabella Swan who finds her life in danger when she falls in love with a vampire.*
- *Justin Bieber (born in 1994) is a Canadian pop/R&B singer. He is considered a teen idol.*
- *David Beckham (born in 1975) is an English footballer. He played for Manchester United, Real Madrid and A.C. Milan as well as the England national team where he was captain. He currently plays for LA Galaxy, USA.*
- *Beyoncé Knowles (born in 1981) is an American R&B recording singer, actress and fashion designer. She was listed as the most successful female artist of the decade.*

3 Students should now look at the Grammar box in the SB. Explain the new tense: the present perfect. Put these sentences from the dialogues on the board:

Fred, have you played football?

No, I haven't. I have played tennis.

Ask your students if we know when Fred played tennis. Explain that we don't know and we don't need to. Let them read the bottom of the Grammar frame in the SB to see when we use the present perfect tense. Now you can explain the form in details. Write on the board while they try to come up with the form by looking at the examples in the frame.

Present perfect tense

Have / has + past participle

Explain the past participle of regular and irregular verbs. Put on the board:

	<i>infinitive</i>	<i>past simple</i>	<i>past participle</i>
Regular verbs:	<i>play</i>	<i>played</i>	<i>played</i>
Irregular verbs:	<i>see</i>	<i>saw</i>	<i>seen</i>

Students can now look at the examples in the book for the positive, negative and interrogative sentences. To further practise the form, students can now do Task G (in the WB). Help them with the verbs. Then let them do Task F (in the WB). Check.

They can also do Task I (in the WB). Since these sentences are different for each person, let several

students read their sentences. Then you can ask others to see if they have remembered anything. For example:

Has Ana watched horror films alone at home?

Has David travelled by plane? Has Diana been to Greece?... etc.

Insist on full answers *Yes, she/he has. No, he/she hasn't.*

4 To finish off the lesson, do the speaking, first Task H (in the SB) and then Task I (the table). Give students 5 minutes to come up with 5 questions. They can do this in pairs. They should write the questions in their notebooks. Then they answer them individually. They compare the answers. Ask them to report on their partner's answers.

Optional: By going around the classroom, students try to find their "twin" (the student who has similar answers).

Optional: Mark the squares in the table with numbers. Ask students to form the question by eliciting the number of the square.

Suggested homework: Tasks J, K, and L in the WB

Step 3

1 Check homework. Explain that "*Have you done your homework?*" is a typical present perfect situation and they have probably heard it hundreds of times, but now they know the tense and how it is formed. Come up with similar situations (you can find illustrations and use them: e.g. a picture of a boy coming home late and his mum saying *Where have you been?*... etc.

To revise questions in the present perfect, do Task J in the SB. First, they read the dialogues in pairs. Then allow 5 minutes for students to make some changes by replacing the underlined words. They may come up with examples such as:

Have you ever visited a basketball match live?

Have you ever been to Hungary?

Have you ever seen a live panda?

Have you ever played tennis on a grass court?

Optional: ask the students to write questions separately on pieces of paper and collect them in one bowl. Then draw the questions (or let the students draw them) and they have to answer. Encourage the students to make the questions interesting.

Suggestions:

Have you ever watched the World Cup finals?

Have you ever played lacrosse?

Have you ever been in the headmaster's office / to your teacher's house?

Have you ever seen a dead person?... etc.

- 2 Now, ask the students to do Task L in the SB (writing) or Task N (in the WB) since they have talked about similar situations. Allow enough time for this task.
- 3 To further practise the present perfect tense (3rd person singular), ask your students to do Task M in the WB. Explain that in this task there is a list of things Sam has or hasn't done. By using the prompts they have to come up with the sentences. Stress the third person singular (has). Draw their attention to typical situations in which we use the present perfect.
- 4 To revise the comparison of adjectives, let the students look at the Remember box (in the SB). Put some examples on the board:

Short adjectives

*The Statue of Liberty is **tall**.*

-er (than) the...-est

*The Eiffel Tower is **taller** than that. The Empire State Building is the **tallest** building in NY.*

*China is a **big** country.*

*Canada is **bigger** than China.*

*Russia is the **biggest** country in the world.*

Long adjectives

*The tiger shark is **dangerous**.*

more... (than) the most...

*The great white shark is **more** dangerous.*

*The Zambezi shark is **the most** dangerous shark.*

Try to make the examples interesting. Encourage them to make their own examples with:

old (e.g. *the oldest building*), **rich** (...*the richest teenager*) ... etc.,

boring (...*the most boring teacher*), **expensive** (...*the most expensive car*) ...etc.

- 5 Explain how we know if the adjective is long or short. Let them look at the rules (in the SB). To practise the spelling rules, do Task O (in the WB) as a whole class activity. Allow them to look at the rules while doing Task K (in the SB). They can now write sentences in their notebook. Their sentences will not be the same since some of them may think Johnny Depp to be the most handsome while others may choose Brad Pitt

You can allow short discussions, as long as they practise comparisons. The best thing is to start sentences with *I think...*, *In my opinion...* In the part where they have to give their own examples, they should do it in pairs (or in groups of 3-4). It is easier to check all the lists if they work in groups. Give them a time limit for this part of the task (no more than 4 minutes).

To finish off the lesson, let the students do Task P (in the WB). Check by asking them to read aloud.

Suggested homework: Tasks Q and R in the WB

To introduce the homework, bring some pictures (or show some slides) of famous London landmarks (Big Ben, Trafalgar Square, Buckingham Palace, London Eye, Tower Bridge...) Describe the famous places to provide the key vocabulary for the postcard. Advise the students to use the facts about London from Culture Corner (The UK from A to Z).

Optional: offer stronger students the chance to choose another city (in this way, checking the homework can be more interesting. If possible, students can make short PowerPoint presentations with a picture for each place they mention. They can also make posters (with a picture for each sentence). If there are enough posters you can make a class exhibition (you can name it something like *The places we have visited*). You can give some students a special task to make their presentation about New York, Venice and Greece/Athens since these are cities and countries they are going to talk about in the next lesson. This is a good way to introduce the topic.

Workbook key:

Task A) a) rugby, b) supermarket, c) baseball, d) shopping centre, e) city, f) cricket

Task B) a) comedies, b) romances, c) westerns, d) science fiction films, e) horror films, f) adventure films, g) cartoons

Task C) a) hospital, b) stadium, c) airport, d) hotel, e) shopping centre, f) cinema, g) bus stop

Task D) a) rugby, b) football, c) basketball, d) table tennis, e) hockey, f) skiing, g) swimming, h) cricket, i) golf, j) karate, k) judo, l) boxing

Task E) free, people, haven't, met, have, seen, supermarket, been, I

Task F) 1d, 2f, 3g, 4a, 5e, 6b, 7c

LESSON PLANS

Task G) played, listened, tried, been, see, danced, met, stayed

Task H) 1c, 2e, 3f, 4g, 5a, 6b, 7d

Task J) a) never, b) ever, c) never, d) ever, e) ever, f) ever, g) never

Task L) I have been to Disneyland, I have never met my history teacher in the supermarket, Mark has played football in a stadium, They have never seen a tiger in the jungle, She has travelled on a London bus, My friends have danced the tango.

Task M) 2 has played, 3 has never met, 4 has listened, 5 has travelled, 6 has played, 7 has never watched, 8 has seen

Task N) a) have never, b) seen, c) has never cleaned, d) hasn't played, e) haven't seen, have seen, f) have travelled, g) have never been

Task O) a) cleaner, c) more expensive, d) worse, e) more popular, f) colder, g) the most intelligent, h) better, i) the most handsome, j) hotter

Task P) 1 easier, 2 more interesting, 3 faster, 4 the biggest, 5 the most beautiful, 6 cheaper, 7 more famous, 8 scarier, 9 the funniest, 10 the worst

Culture corner – look at step 4
(Lesson 2)

LESSON 2

Travelling is fun

Suggested time: 3 periods

Objectives

- * to talk about travelling (Venice, New York, Greece)
- * to talk about experiences (the present perfect, the past simple)
- * to develop listening skills (listening for specific information)
- * to practise and contrast the present perfect and past simple
- * to revise personal pronouns, possessive adjectives / pronouns
- * the expressions *one / ones; another / another one*

Step 1

1 Check homework. If the students have done posters/presentations, allow some time and go through each one. This way students are exposed to sentences in the present perfect but at the same time can learn interesting things about world famous cities. If you have given the task of preparing Venice, Greece/Athens and New York, ask these students to be the last, thus making an introduction to the lesson .

If your students don't have posters, bring some pictures /slides yourself and pretend that you have been there. Report using the present perfect and the past tense. Stress the meaning of the expression *been to...* (a certain place) and *walk (down/across)*.

Either way, make sure that while doing so you provide the key vocabulary for Venice and put it on the board: *by plane/car risotto beaches landscape fashion centre Murano glass jewellery carnival*

2 If you want, you can move to the questions in Task A (in the SB) but only the ones that you haven't covered in the introduction (Where did you spend your last summer holidays? In a hotel? At your grandparents' place? At your friend's place? Where was it? You can also skip these questions for now and use them later (during revision).

3 Now let the students read the first dialogue. Give them a pre-reading task to find out who went to New York and when. Or who went to Greece and when (put the questions on the board). Allow 2

minutes for the task and then the students have to answer the questions. Ask volunteers to read aloud the dialogue (in pairs). Go to the questions under the text and insist on full answers to make them aware of the two different tenses.

Do the same with the next dialogue. First, they have to find out what Jane bought and if she has ever visited the Carnival. Since these are two different tenses, put the questions on the board to make the students aware of this. *What did Jane buy on the Piazza San Marco? Has she ever visited the Carnival?* Again, allow 2 minutes for the task. Ask volunteers to read aloud in pairs. If you have a weaker class, you can read Jane's part. When they answer the questions under the texts, insist on full answers. Again, stress the difference between the two tenses, but at this point don't expect the students to understand the rules completely. It is more important for them to listen to the typical situations for these questions.

- 4 Ask your students to go through all the questions again and say (or mark) which questions are in the past simple tense. Help them in doing this. Then briefly revise the past simple rules for making questions. Put it on the board so they can copy it in their notebooks.

How did he go there? He went there by plane.

Now ask your students to look at the remaining questions. What tense are they in? Then revise the present perfect rules for making questions. Put it on the board so they can copy.

Has Jane ever been to Italy? Yes, she has.

She has been there several times.

Who has Venice inspired for centuries?

Venice has inspired artists for centuries.

Check the Grammar box (in the SB) and complete the sentences in it.

- 5 To finish off the lesson and practise the difference between the two tenses, let the students do Task F (in the SB) and Task E (in the WB). If there is enough time, they can also do Task D (in the SB) to revise the collocations. This can be done in pairs.

Suggested homework: Students should answer the questions under the dialogues in their notebook. Insist on full answers.

Step 2

- 1 Check homework. This is a good way to revise the vocabulary and target grammar from the previous lesson. Correct possible mistakes to

leave the students with the correct sentences in their notebooks. You can further practise vocabulary by doing Tasks A and B in the WB.

- 2 Now move on to the listening task (E in the SB). To prepare your students for the task and to introduce the topic, ask them questions:

What would you buy in Venice as a souvenir?

How much money would you spend? What money do you need in Venice?

How much is one Euro?

Describe the situation in the dialogue: Jane is in Venice buying some souvenirs. Let them listen to the dialogue to find out what exactly she bought. Tell them she bought 3 things. After the first listening they should come up with the answers: she bought a mask, a pair of earrings and a mug.

Put the new vocabulary on the board: *a mask, a pair of earrings, a mug*

At this point they don't have to describe the items in details since this is to be done after the second listening.

- 3 Let your students listen to the dialogue for a second time and while they are listening they do Task E (in the SB). Check the answers and explain *Euro – Euros* (European money).

- 4 By doing Tasks D and E in the WB, students will further revise the difference between the present perfect and the past tense. They can copy the sentences from Task D into their notebook. This will provide a good model for Task G (in the SB). This is slightly more demanding, so it would be good for students to have a model if they need to check their ideas. Allow enough time for this task and let them do it in pairs. Check so that possible mistakes can be corrected.

Suggested homework: Task C in the WB

Step 3

- 1 Start by checking homework. Allow some time to explain each situation and students can correct possible mistakes.
- 2 To contrast again the present perfect and the past simple, let the students do Task H (in the WB).

Option: you can make this into a listening task by preparing pieces of paper with the same text (with missing words) but without the list of verbs to choose from. You read the complete text and students try to complete it with the verbs they hear. The task is not demanding, so two readings should be enough.

LESSON PLANS

Volunteers read their texts. Correct if necessary.

- 3 Now explain again the use of the two different tenses. Pair off the students and ask them to make 2 questions for each text, one in the present perfect and one in the past tense.

They should come up with questions like:

How long has Ted played football?

When did he try American football?

If you have a weaker class, you can write these beginnings on the board.

How long....? When...? What...? How many times...?

You can also do the first two examples as a whole class activity and students can do the rest in pairs.

- 4 Revise personal pronouns and possessive adjectives. Student can look at the Remember box (in the SB) and the example sentences. Ask them first to translate each sentence. Do not spend a lot of time on grammar definitions (possessive adjectives and pronouns) since this is easier for the students to learn through the examples. Let them do Task H in the SB. Check and ask them to translate the sentences. You can also give them a few sentences with possessive pronouns and adjectives to translate into English. For further practices, they can do Task I in the WB (or you can leave it for when you revise for the test).

- 5 Revise the expressions *one /ones* by looking at the Remember box in the SB. Explain the expression "countable nouns", "singular and plural". Write on the board

<i>singular</i>	<i>plural</i>
<i>one</i>	<i>ones</i>

Let the students do Task I (in the SB) where they can practise this.

- 6 Now introduce the expressions *another /another one*. This should be done just to make students aware of the form. Do not expect them to understand completely the difference between these expressions since it is too demanding at this stage.
- 7 Finish off the lesson with writing Task K (in the WB). If there's not enough time, leave it for the revision lesson.

Suggested homework: writing task K (in the SB).

Workbook key:

Task A) a) cuttlefish; b) fashion; c) amazing; d) inspire; e) art lovers; f) colourful; g) abroad; h) earrings; i) jewellery; j) gondola

Task B) 1A, 2A, 3B, 4B, 5B, 6B, 7A, 8B

Task C) 1 hasn't wanted; 2 haven't seen; 3 haven't decided; 4 has never counted; 5 have never been; 6 has already searched; 7 haven't asked

Task D) 1c; 2f; 3a; 4b; 5d; 6e

Task E) have; went; have; visited; travelled; was; been; went

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

Task H) Ted: have played; have scored; tried; wasn't; stopped; have played
Jane: have travelled; travelled; went; were; wasn't; been

Task I) a) our; b) His; c) Her; d) me ; e) Your; f) It; g) us

Task J) a) one, one; b) ones; c) one; d) another one; e) another one; f) another; g) ones; h)ones; i)one

Task K) played; played; scored; scored; have heard; haven't; was; fallen; haven't seen; saw; have never met

Step 4 (optional)

Culture corner:

The United Kingdom from A to Z

This can be done either after Lesson 1 or after Module 7. It can also be done at the end of the year.

- 1 To introduce the topic, organise a quiz competition (3-4 groups) about the UK to check how much they already know. Use the questions from the Workbook. There are 18 questions but you can add more. You read each question and each group has a little time to come up with the answer. To speed up the process, allow each group 10 to 20 seconds to discuss and agree on the answer. Each group should have a spokesperson who gives the final answer. Be sure to mark the points on the board.

Bring pictures (or slides) to illustrate each question. This makes it easier and more fun. To practise text scanning, if you want, you can allow 15 seconds to look at the text in the SB before you start with the

questions. Since they don't know which questions to expect, they have to remember as much as they can in 15 seconds.

When you have a winning group, move on to the text in the SB to go through the vocabulary once again. Volunteers read aloud. Help with the vocabulary.

2 Expand the topic. You can do this by preparing a short presentation in 4 parts: Scotland, England, Northern Ireland and Wales. Bring a map. Tell your students that they are going to learn more about the UK. Put the names of the four parts on the board and give them a few well known facts about them. Show a picture/slide for each fact. Write the key words on the board as they come up in your presentation. The words written here are just suggestions, and you can change or add others to expand the list (e.g. *celebrities, food, football clubs...*). The choice sometimes depends on the class. Here is a suggestion of the board plan. There are several key words under each heading regarding the capital city, symbol, basic geography, patron saints and famous historical figures:

Scotland	Northern Ireland	Wales	England
Edinburgh	Belfast	Cardiff	London
Glasgow	shamrock	daffodil	rose
thistle	harp	leak	Oxford
kilts	beer	castles	Lake District
whiskey	fishermen	beaches	Shakespeare
Highlands	fairies	Snowdonia	St George
St Andrew	St Patrick	St David	Elizabeth II
Mary Queen of Scots			

Students should copy the words.

3 When you finish with the presentation, do another quiz. Prepare (15-20 questions) based on the information you have covered in your presentation. The questions should be slightly more difficult (don't make them multiple-choice questions as the ones in the introduction) to avoid guessing. Make the same groups as before so they can have another chance of winning. Books should be closed and there should be nothing on the board. To make it more challenging, set a limited time for each answer.

This time, give them questions on a piece of paper (one for each group) and they can answer in writing. After you collect and mark the answers, pronounce the winner.

Suggested questions:

1. What is the biggest city in Scotland?
2. Where do you live if your patron saint is St Patrick?
3. What flower is the symbol of Wales?
4. Which instrument do you connect with Ireland?
5. Where are you if you are walking through the Highlands?
6. Where is the oldest English university?
7. What part of the UK is famous for its castles? (allow two answers: Scotland and Wales)
8. What do people usually drink in Irish pubs?
9. What is the capital of Northern Ireland?
10. Who is the most popular Scottish Queen (accept only a full title)
11. What is a thistle?
12. If you are in Scotland, and you want a strong drink, what will they offer you?
13. What is the capital city of Wales?

Suggested homework: students can choose one of four countries and make a poster.

MODULE 8: THE WORLD OF TOMORROW

LESSON 1

What will life be like in 2099?

Suggested time: 3 periods

Objectives

- * to practise and use the simple future – to use will/won't for predictions
- * to imagine life in the future and read, talk and write about it
- * to listen for specific information and talk about horoscopes
- * to practise making offers
- * to express opinion (agreeing and disagreeing)
- * to introduce and use the first conditional

Step 1

- 1 In the final Module you will talk about the future, so you can start with a game to introduce the topic. Ask your students to open their notebooks and tell them that you will read six definitions (paraphrases) and that they have to work out which words they describe and write them in a column. The first letters spell the word FUTURE. Use the words from the previous lessons to form paraphrases.

FOOTBALL	the most popular sport in Croatia and England
UPSET	in emotional and mental distress
TERRIFIED	very afraid of something; frightened
UP	the opposite of down
ROMANCES	films dealing with love and emotions
EARRINGS	you wear them on your ears

Variation A: Jumble up the letters of the word *future* and the students have to guess it

e.g. T U R E F U

Variation B: Play a guessing game in which you have to invent a number of statements. The key word is FUTURE. Divide the class into two groups. You read the first statement to group 1, after which they can try to guess the word. If they fail to provide the correct answer, read another sentence to group 2. The winner is the group that guesses the mystery word.

e.g. We all worry about it; It hasn't happened yet...

- 2 Optional. Ask students to write ten words related to the word future. They read their words and explain their choice. Next, you can ask them to write five words that have no connection with the future. Again, they have to justify their choice.
- 3 Pair off your students and let them do Task A. Give them a couple of minutes to discuss the questions in pairs and then let them share their ideas with the rest of the class. Do not let them use only *Yes* or *No*, but insist on full answers. You can ask some additional questions as well.

e.g. *What will people wear? What kind of music will they listen to? Will they go to school?...*

Note for the teacher: in this lesson, students will be exposed to the simple future tense, but you do not have to explain the tense now because it will be dealt with in the next lesson. The aim is to acquire the structure naturally first.

- 4 To introduce the text, you can play an Association game if you have enough time. Draw an empty grid on the board and divide the class into two teams. They take turns to open the fields. If they guess the solution to the column, they are awarded 1 point and if they give the final solution they win 2 points. The final solution is the title of the text: Life in the Future.

(You can start the lesson with this game as well.)

	A	B	C	D
1	a matter of ____ and death	____ the middle of	on ____ beach	tomorrow
2	have the time of your ____	____ love	in ____ evening	next week
3	____ is too short	____ danger	in ____ sand	in two years
4	run for your ____	take part ____	____ UK	the opposite of past
	LIFE	IN	THE	FUTURE

If you want to make the game more difficult, do not write the lines onto the board.

5 You can now move on to the vocabulary check. Have all the words written on pieces of paper and as you introduce them stick them onto the board (with blu-tack or magnets). When all the words are on the board, you read the paraphrases and the students (volunteers) come to the board and tick the correct word. You can turn it into a game if you want to.

6 Let them open their books and study the words and paraphrases. Tell them to copy the words and translate them into their notebooks.

7 Optional. You can play Bingo with the words (they copy 9 nine words into a grid in their notebooks and you read the definitions) or a Definition game (you read the definitions and they have to write the words in groups or pairs).

8 Explain that Ted wrote an essay for the school magazine in which he predicted the future. Write a couple of pre-reading questions about his essay onto the board and ask them to predict his answers:

- How will children spend their free time?*
- Where and how will people travel?*
- Will there be more pollution and diseases?*
- Will our planet be a happier place?*

9 Read the text and go back to the pre-reading questions to analyse whether the students made the correct assumptions.

10 Tell them to read the text again and do Task D in the book (comprehension check).

Key: 1a; 2c; 3b; 4c; 5b; 6c; 7b

11 To revise the text, you can do a couple of activities:

- Play the Translation game: you read the translation and they have to find the same English sentence in the text.
- Play Sentence tennis: divide the class into two teams. The teams take turns to make correct sentences about the text. The winner is the team with more correct sentences.
- Play Stand up if it's true: the teacher says true or false sentences from the text. If the sentence is true they have to stand up, and if the sentence is false they have to sit down.

Variation: Students write TRUE or FALSE on pieces of paper and they have to lift up the appropriate piece of paper after they hear the sentence.

Suggested homework: WB, Tasks A and B

Step 2

1 Check the homework.

2 Ask your class to guess what the mystery word is: *You can find it in a magazine or newspaper. It can be good or bad. Some people believe in it and some don't. It tells you what will happen in the future.* It is a HOROSCOPE.

Discuss with your class what they think about horoscopes. You can also ask them about their zodiac signs.

Optional A: you can teach your class all the signs. You can prepare pictures and wordcards for them to match (play Memory), arrange chronologically, etc. They can also ask each other their dates of birth and zodiac signs and report back to the class.

Optional B: Instead of teaching the signs explicitly, you can spell all twelve words and they write them in a column. When they are done, give them the correct words (on an OHP, for example) and they check if they got them right. They can write the translations next to the words. This can be a good opportunity to revise spelling because they cannot guess the words logically and in advance, but they have to listen very attentively.

3 Listen to the horoscope in Task E and fill in the missing information (the words *will* or *won't*). Let them listen to the text twice. When you check their answers, ask them why the words *will* and *won't* are important and what they express. They will probably guess that we use them to talk about the future.

4 Write a couple of sentences from the horoscope on the board (which they can copy) and ask them to give you the rules.

e.g. *You will fall in love.*

You won't be lucky in the lottery.

Will people spend holidays on the Moon?

5 Ask them to study the rules in the Grammar box and copy out when we use the simple future tense.

6 To practise the simple future tense, you can play a horoscope game / fortune telling game. Tell your students that they will predict each other's future. Write the following model on the board:

You	will	buy
		become	
		travel	
		meet	
	won't	see	
		...	

LESSON PLANS

Give your students slips of paper and ask them to make two positive and two negative sentences. Collect all the slips and put them in a big box (or something similar). Ask one student to be the fortune teller. He/she takes out the slips from the box and reads the sentences (reads the future) to other students. Students enjoy this activity very much, but warn them not to write bad things onto the slips.

If you want to speed up the game, you can be the fortune teller and they can just take turns to pick the sentences from the box or students can write sentences to each other in pairs.

Note: you can also work on the atmosphere and dim the lights, bring a magician's hat (and a cape) for the fortune teller, or even a crystal ball.

Variation: you can also buy a packet of fortune cookies and bring them to class if they are available in your supermarkets.

7 Optional: Put students in groups of four, and give each group a picture. Tell the groups to look carefully at their pictures and predict what will happen next to the people in the picture.

Variation: bring pictures of celebrities and play the gossip game in which they have to predict their future, but the predictions must have an element of gossip.

8 Let them do Task J in the Workbook now and write a horoscope for a friend. They can use the horoscope from the book as a model.

9 Write the following sentences on slips of paper and play a matching game. This activity introduces Task F in the book.

- | | |
|------------------------------------|-----------------------------|
| 1 Oh, it's so dirty. | I'll help you wash the car. |
| 2 I must go to the shop. | I'll give you some money. |
| 3 I can't reach it. It's too high. | I'll help you get it. |
| 4 This basket is too heavy. | I'll carry it for you. |
| 5 I can't reach the door knob. | I'll open it for you. |
| 6 I can't find my CD. | I'll help you look for it. |
| 7 Who will come to your party? | I'll invite you. |
| 8 It's too difficult. I can't. | I'll help you cut it out. |

Ask students to come to the board and match the sentences.

10 Now they can do Task F and match the same sentences (offers) to the pictures.

Fast finishers can write a couple more offers into their notebook.

Suggested homework: WB, Tasks C, D, E, F

Step 3

1 Check the homework.

2 You can play a dice game with your students to revise the future simple tense. Bring two dice to the class. Draw the following grid on the board:

	General things in the future		People in the future
1	animals	1	parents
2	holidays	2	free time
3	cars	3	Facebook
4	television	4	money
5	pollution	5	teachers / school
6	diseases	6	sports

Students throw two dice and according to the numbers that they get they have to talk about the future.

e.g. If they get 2 and 5, it means that they have to make sentences in the simple future about holidays and teachers / school. They can say just one sentence or more.

(e.g. In the future, people will go on holidays to other planets. There will still be school but teachers will be robots.) This activity introduces the following task (giving opinions).

3 Let students read the different opinions in Task G and say who they agree with. Tell them to read the conversations again and underline all the expressions that the children use to give opinions. Write them on the board:

- *I don't agree with you*
- *I agree*
- *In my opinion*
- *I (don't) think*
- *I believe*

You can ask them if we use any other structures to give opinions and you can also put them on the board as well.

- 4 Do Task H to practise these expressions. Students read the statements, circle the words that make sentences they agree with and then discuss the statements with a friend. They have to use phrases such as: *In my opinion, I think that, If you ask me*, etc.

A friend has to react and use some of the following expressions: *I agree with you. I think you are right. Of course, I completely agree. I don't think that is quite right. I don't think so. I don't agree with you because...*

Fast finishers can copy three statements they most agree with.

When they finish discussing, ask a couple of pairs to come to the board and act out their dialogues.

- 5 Optional. Play the Hot Chair interview. In this game, you can invite one pupil who has to sit on the 'hot chair' in front of the class. Another pupil reads a statement and the pupil sitting on the 'hot chair' has to give his / her opinion. They can also include statements from Task I.

- 6 Ask students to make questions in Task I. Do the first sentence together to provide a model.

Key: a) What will people be afraid of? b) When will children go to school? c) Who will make pet robots in 2099? d) How will people travel in time? e) What will people speak? f) Where will parents have offices? g) Why will people live longer?

- 7 Write the following sentences on slips of paper to introduce the first conditional:

- 1 If you skip breakfast,
 - 2 If you stay up late,
 - 3 If you don't hurry,
 - 4 If you don't do your homework,
 - 5 If you rob a bank,
- ... you won't have enough energy.
 ... you will be sleepy in the morning.
 ... you will miss the bus.
 ... you will get an F.
 ... you will go to prison.

Put them on the board for students to match. When they match the sentences (you can even play Memory), they can copy them into their notebook. Underline the structure and write the rules:

IF clause	Main clause
Simple present	Simple future

- 8 Do Task J in the book.
- 9 Task K is a writing task which can round off the lesson. Students write their predictions about life in 2099. They have to use the words in the box or their own ideas and write at least 7 sentences starting with *I think / In my opinion / As I see it ...*

Suggested homework: WB, Tasks G, H, I

Workbook key

Task A: 1) disappear; 2) crime; 3) replace; 4) cure; 5) cancer; 6) disease; 7) exist; 8) the homeless; 9) earthquake; 10) pollution

Task B: a) future; b) volcanoes; c) tomorrow; d) Freegans; e) diseases; f) pollution

Task C: a) The weather won't change much.
 b) Facebook will be still popular.
 c) People won't spend holidays on Mars.
 d) Children will tell parents what to do.
 e) A day will last longer.
 f) Cars won't fly.
 g) Animals will die out.
 h) Scientists will find a cure for cancer.

Task D: Part 1: 1) No, they won't; 2) Yes, it will; 3) Yes, they will; 4) No, it won't; 5) No, they won't; 6) Yes, they will.

Part 2: 1) They will take pink pills.
 2) They will carry little TV sets in their pockets.
 3) Aliens will visit the Earth every summer.
 4) They will bring presents for children.
 5) Flying car races will be one of the new sports.
 6) Scientists will find a machine for reading thoughts.

Task F: 1) I'll carry; 2) I'll give; 3) I'll open; 4) I'll help; 5) I'll bring; 6) I'll wash

Task H: 1) I will do it for you.
 2) He will not come to my party.
 3) She has been to Rome twice.
 4) I have got a nice family.
 5) We are very surprised.
 6) It is a hot day.

Task I: 1) tomorrow; 2) never; 3) every day; 4) two months ago; 5) now; 6) usually

LESSON PLANS

LESSON 2

Planning the summer holidays

Suggested time: 3 periods

Objectives

- * to practise and use the *going to* future tense
- * to read and talk about plans for the summer
- * to contrast the future simple and the *going to* future (prediction vs. plan)
- * to talk about the present continuous tense for future arrangements
- * to make a plan for a trip (guided writing)
- * phrasal verbs with *get*
- * to provide further practice for the first conditional and articles
- * to revise all the tenses in contrast
- * to make apologies and accept offers (*I'm sorry I can't* / *Yes, I'd love to*)

Step 1

- 1 You can play an Association game with your class to introduce the topic – summer holidays. Draw an empty grid on the board and divide the class into two teams. They take turns to open the fields. If they guess the solution to the column, they are awarded 1 point and if they give the final solution they win 2 points. The final solution is SUMMER.

	A	B	C	D
1	() cream	chocolate	sea	water
2	() burn	vanilla	river	salt
3	() glasses	strawberry	pool	starfish
4	() day	cold	lake	sharks
	SUN	ICE CREAM	SWIMMING	SEA
	SUMMER			

Variation: you can play a different version of the Association game. Write the word 'summer' on the board. Ask students, one by one, to give you one word that they associate with it. You can also ask why they have chosen the word. Students who fail to say a word (or say a non-related word) are eliminated from the game and the winner is the last student remaining.

- 2 Optional. You can ask students to write ten words that they associate with the word 'summer' in their notebook. When they read their words

they have to explain why they have chosen them. This can be good speaking practice.

- 3 Write the following sentences on the board and ask the students to finish them.

I like summer because

Every summer I go

Last year I went, but this year we are going to go to

During my summer holidays I do / play.....

I wear

..... (a sentence of their own)

- 4 Let them discuss the questions in Task A. Students discuss the questions in pairs and then they report to the class.

Note: The questions and the text contain the new structure (the *going to* future). You can mention that it is a way to talk about the future because they will be curious, but you do not have to go into details because you will deal with the grammar next time.

- 5 After you finish talking about their personal plans, tell them that the characters from the book are planning their summer holidays as well. Write the names of the characters on the board and let them guess where each of them is going to go.

Ted and Kevin

Alice

Betty

Sam

Jane

You can write their predictions next to the names.

- 6 Students read the text (Task B) and check if they have guessed correctly.

- 7 Ask them to read the text again and circle the correct answers.

Key: 1c; 2c; 3b; 4b; 5b; 6c; 7b; 8b

- 8 Prepare a set of comprehension questions about the text. There are several activities that you can do.

- a) Where is Ted going? (to the seaside)
- b) Where does Ted prefer living? (in the town)
- c) Who is Alice going to stay with? (her granny)
- d) How long is Betty going to stay in the mountains? (three weeks)
- e) What will Betty miss? (her piano)

- f) What will Betty write if there is no signal? (a diary)
- g) Where would Sam like to spend his holidays? (in a log cabin)
- h) Where is Jane going to move? (to a new flat)
- i) When will Jane move? (in August)
- j) Who will Jane probably visit? (Alice)

- A) Put students in groups of four and give each group a handout containing the questions (or use an OHP / LCD projector). They have to answer them, but the books must be closed. You can award points and pronounce the winner (the best group).
- B) Write the questions and answers on slips of paper and put them on the board for students to match. You can make it more challenging if you turn the slips face down (just the questions, just the answers or both).
- C) You can play the game Class vs. teacher which has been explained in previous Modules. You read the questions and if a student's answer is correct the class wins a point and if they make a mistake, the teacher wins a point.

- 9 Let them open their books again and do the vocabulary check in Task C (and D). Give them some time to read the text again to find the words. They can do it in pairs as well.

Key: a) binoculars; b) breathe; c) village; d) advantages; e) disadvantages; f) tent; g) unforgettable; h) move in; i) log cabin; j) suitcase

You can ask them to copy and translate the words from the task.

Fast finishers can write their own sentences with the words from the task.

- 10 Optional. If you have enough time, you can play the Paraphrase / Memory game with the words and definitions.
- 11 You can finish the lesson by playing the Translation game. You say the translation and they have to find the English sentence in the text.

Suggested homework: WB, Tasks A, B, C, D

Step 2

- 1 Check the homework.
- 2 Students look at Task E in the SB and read the statements. Listen to the recording and circle the correct answers. Play the recording twice.

Key: 1a; 2a; 3a; 4b; 5b

Note: the dialogue contains a lot of *going to* future sentences and it is a good reminder of the new structure. The students will already be familiar with the structure from last time.

- 3 You can start explaining the *going to* future explicitly now.

Take an object from the classroom, for example a pen, and ask the students to guess what **you are going to do** with it. As they are making sentences, insist on the structure. **You are going to**

e.g.: *You are going to write a letter.*

You are going to give Tom an F, etc.

Write a couple of the sentences on the board and ask your students to copy them. Underline the structure or write it in a different colour. Tell them that we use the *going to* future for plans and intentions.

Tell them that it looks similar to the present continuous but that there are differences. We use the present continuous for future arrangements.

Monica is having lunch with Tom tomorrow at 6.

– **ARRANGEMENT**

They are going to meet in front of the restaurant.

– **PLAN**

- 4 Tell them to look at the Grammar box in the book and study the rules for negative and interrogative sentences. Students copy the examples.

- 5 You can play Noughts and Crosses (Tic-Tac-Toe) to reinforce the tense.

Prepare a list of nine sentences. Students (two groups – noughts and crosses) take turns to pick a number. You read the sentence (e.g. She is thirsty.) and they have to make a sentence (consequence) with *going to* (e.g. She is going to drink a glass of water). The winner is the group that gets three noughts (O) or three crosses (X) in a row.

1	2	3
4	5	6
7	8	9

- 1 Look at the clouds.
- 2 Somebody has robbed a bank.
- 3 They are frightened.
- 4 'Don't eat so many sweets!'
- 5 Tom has a remote control in his hand.
- 6 The Johnsons are sitting at the table.
- 7 Bob, your socks are smelly.
- 8 Maria is packing her suitcase.
- 9 Alice has a toothbrush in her hand.

LESSON PLANS

Note: There are only nine sentences, so if one team says an irrelevant or grammatically incorrect sentence, the opposing team gets the point (sign).

- 6 Task F is a speaking exercise about Ted and Alice's plans. Students have to make sentences about what they are going to do. To make things easier, write the following formula for the *going to* future on the board:

AM / IS / ARE + GOING TO + ING

Variation: Pair off students. Student A covers Ted's sentences and student B covers Alice's sentences. They ask each other questions about their plans.

e.g. A: Alice, what are you going to do on Monday?

B: I am going to do some shopping.

- 7 Ask students to write six sentences in their notebooks. Fast finishers can write all the sentences. You can reward the fastest students (if the sentences are correct, of course).
- 8 Do Task E in the Workbook to round off the lesson. It practises the *going to* future in positive, interrogative and negative forms.

Suggested homework: WB, Tasks F, G

Step 3

- 1 Check the homework (*going to* future) and do two speaking activities in the SB (Tasks G and H). The tasks are personalised because the students have to talk about themselves and their friends as well as their plans for the summer / tomorrow.
- 2 Put students in groups and give each group the same picture or a description of a situation (e.g. A family is in a car that has broken down. Dad is scratching his head. Mum is nervous. Two smaller kids are playing with toys at the back and a teenage daughter has an MP3 player in her bag and a mobile in her pocket. The cat is in the basket.). Students have to write as many *going to* future sentences as possible (What are they going to do?). The winner is the group with the most correct and logical sentences.
- 3 Ask one student to come to the front of the class and sit on the 'hot chair'. Students ask him / her questions about his / her future plans.

e.g. What are you going to do this afternoon?

Are you going to go to university?

- 4 Task J can follow. Students have to fill in the dialogue with the missing words about Ted and

Alice's holiday plans. Role read the dialogue when they finish.

- 5 Write the following sentences on the board:
In the future, people will travel to the Moon. – PREDICTION

Jane is going to paint the walls pink. – PLAN

Explain the difference between the future simple and the *going to* future, and ask your students to do Task H in the Workbook.

- 6 Ask them to do Tasks I and J in the Workbook to revise the prepositions and phrasal verbs.
- 7 Guided writing. Students (in pairs) imagine that they are going on a trip. They have to agree on the answers in Task K, circle them and then write about their trip. It should not take long to finish the task. Fast finishers can add more sentences. When everybody is done, read some of the plans.

Suggested homework: WB, Tasks K, L, M and N.

Workbook key

Task A: Across: 3) wardrobe; 5) tent;
6) cushions; 8) advantages; 9) suitcase; 10) blog
Down: 1) binoculars; 2) unforgettable;
4) disadvantages; 7) village

Task B: a) milk; b) write; c) watch; d) breathe;
e) pack; f) move; g) feed; h) have; i) ride;
j) sleep; k) paint; l) spend

Task C: a) Ted and Kevin; b) Alice; c) Betty;
d) Betty; e) Jane; f) Alice; g) Ted and Kevin;
h) Jane

Task D: ride, chicks, going, breathe, do, to, are,
watch, have

Task E:

Alice is going to ride a horse.	Alice isn't going to ride a horse.	Is Alice going to ride a horse?
Ted is going to go to the seaside.	Ted isn't going to go to the seaside.	Is Ted going to go to the seaside?
Jane is going to move into a new flat.	Jane isn't going to move into a new flat.	Is Jane going to move into a new flat?

- Task F:** a) Betty is not going to stay in a log cabin.
b) She is going to swim in a mountain lake.
c) Jane isn't going to move to another town.
d) She is finally going to have her own room.

Task G: a) He is going to eat a sandwich.
b) She is going to make pancakes.

- c) She is going to clean her room.
- d) She is going to talk to somebody on the phone.
- e) She is going to pack her suitcase.
- f) She is going to paint the walls of her room pink.

Task H: a) will be; b) am going to paint; c) will spend; d) Are...going to buy; e) is going to write; f) will miss; g) are...going to do

Task I: a) for; b) to; c) of; d) of; e) of; f) off; g) about; h) to; i) off, on

Task J: a) off; b) into; c) up; d) on; e) back; f) along; g) down

Task L: a) sorry; b) kind; c) love; d) afraid

Task M: the, a, a, the, -, -, the, a, the, the, -, an

Task N: a) hasn't made; b) moves; c) spent; d) says; e) is going; f) was...joking; g) was; h) will miss; i) is packing; j) wasn't

THE BIG, BIG REVISION

This revision can be done as an end-of-year activity. Here are some suggestions:

- a) Do the quiz frontally – you read the questions and students have to answer. You can divide them into two groups which take turns to answer the questions.
- b) Divide the class into 4-5 groups. Students do the quiz in groups with their books open.
- c) Prepare 30 slips of paper with the questions from the book (variation – 30 numbers; but in this case they have to open their books). Put them in groups of 4 or 5 and tell them to close the books. Teams take turns to pick a slip of paper containing the question. When the team members agree on the answer, the representative of the group answers the question. The winner is the group with the highest score.

Optional: If you still have time after the big revision, you can play Sentence tennis. Teams take turns to say the questions or answers they remember from the big revision. They cannot repeat the questions / answers.

Optional: Write the names of the characters from the book. Then write a question about each of them. After that, give the questions to your friend and he / she has to answer them.

STEP BY STEP 6

приручник за наставнике енглеског језика за шести разред основне школе

ИЗДАВАЧ

БИГЗ школство д.о.о.

Београд, Булевар војводе Мишића 17/III

ЗА ИЗДАВАЧА

Мирјана Милорадовић

ЛЕКТУРА И КОРЕКТУРА

Валентин Томас

ЛИКОВНО-ГРАФИЧКО ОБЛИКОВАЊЕ

Ликовно-графичка редакција БИГЗ школства

ИЛУСТРАЦИЈЕ

Архива БИГЗ школства

ФОТОГРАФИЈЕ

Архива БИГЗ школства