

CAMBRIDGE
Global English

Teacher's Resource



إضغظ هنا
قناة ملفات
انجلىس سادس 6

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12

Travellers' tales



إنسخ رابط القناة في

تليجرام

t.me/MB6MB

Big question

What can we learn from travelling and holidays?

Unit overview

In this unit learners will:

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

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

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

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

Language focus

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

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

Self-assessment

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

Teaching tip

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

Lesson 1: Travellers' tales

Lesson objectives

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

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

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

Language focus: 2nd conditional (review).

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

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

Learner's Book

Warm up

- To introduce the Big question, start by telling the class that this unit is going to be about travel and holiday activities, and that these activities give us interesting and sometimes powerful experiences that we can learn from. So the Big question is ... *What can we learn from travelling & holidays?*
- Write the question on the board (for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer this question.
- Introduce the unit objectives to show learners what tasks are coming up. Present the objectives on a slide or large piece of poster paper to attach to the board.
- Tell learners that you will answer the Big question and look again at the objectives at the end of the unit. Keep the objectives slide / poster to revisit at the end of the unit.
- Tell learners that you are going to start by looking at exciting and unusual holiday activities. If you have the facilities, show the class some video clips of some of the more dramatic activities featured in the Learner's Book such as bungee-jumping, surfing and snowboarding and elicit their reactions.
- Now focus learners on the pictures in the first page of the unit and ask if they can see any of the activities mentioned during the warm-up.
Note: If you haven't shown learners video clips, simply move on to **Activity 1** in the Learner's Book and use the pictures in the book to engage them with the topic.

1 Talk about it

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

Answers


Learners' own answers.

2 Word study

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

Answers

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

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

3 Listen

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

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

Audioscript: LB Track 70

Conversation 1

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

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

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

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

Boy 1: Who told you that?

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

Conversation 2

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

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

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

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

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

Answers

The children are talking about:

Part 1: bungee-jumping

Part 2: snorkelling

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

4 Listen 70

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

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

Answers

- 1 The first boy thinks that the activity is dangerous and a crazy thing to do. The second boy thinks the activity would be 'fantastic' – exciting and thrilling, 'like flying through the air'.
- 2 The first girl is not sure at first if she would like to try the activity. She thinks she would be really scared. But by the end of the conversation she decides that she would probably try it after all, if she had the opportunity.

5 Listen 70

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

Answers

- 1 I'd really like to try it. It would be fantastic.
- 2 There is no way I'd do it!
- 3 It's really exciting and thrilling.
- 4 I don't think I would try it ... I'd be really scared.
- 5 I'd love to have a go.
- 6 Maybe I would have a go, if I had the chance.

6 Use of English

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

Answers

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

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

7 Talk

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

There's no way I'd do it – I'd be really scared!

I'd like to have a go, if I had the chance ...

I think it would be really exciting but quite scary ..., etc

Answers

Learners' own answers.

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

8 Talk

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

Answers

Learners' own answers.

Wrap up

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

Activity Book

1 Vocabulary

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

Answers

- 1 surfing f
- 2 rock-climbing a
- 3 snorkelling c
- 4 bungee-jumping d
- 5 snowboarding e
- 6 skiing b

2 Read

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

Answers

snorkelling, bungee-jumping, skiing

3 Read

- Learners read the dialogue again and answer comprehension questions.

Answers

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

4 Use of English

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

Answers

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

5 Word study

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

Answers

Learners' own answers.

Lesson 2: Where shall we go?

Lesson objectives

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

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

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

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

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

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

Learner's Book

Warm up

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

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

1 Talk about it

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

Answers

Learners' own answers.

2 Read

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

Answers

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

3 Read

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

Answers

The forum is about a (marine) wildlife park.

4 Read

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

Place	Good points	Bad points
Sol Marine Park		

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

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


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

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

When you stand in a line to wait for something, e.g. to get into the cinema (a queue).
- Now tell them to read the forum text again, more slowly, looking specifically for good and bad points about the Marine Park. They should read and then discuss with a partner, before writing notes in the table.
- Conduct feedback, highlighting good and bad points on the board.

Answers

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

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

5 Talk

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

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

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

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

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

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

Answers

Learners' own answers.

6 Write

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

Answers

There wasn't ~~not~~ enough time to ...

It was an incredible experience

We will definitely come again though ...

It was very expensive to get in;

There were also long tiring queues to get into most attractions


7 Use of English

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

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

Answers

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

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

8 Write

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

Answers

Learners' own answers – Portfolio opportunity.

Wrap up

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

Activity Book

1 Read and Strategy check

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

Answers

Look at what *type* of text it is by noticing the design and layout. ✓
Think about the kind of information you can find in specific types of text. ✓
Reviews in a magazine about swimming pools.

2 Read

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

Answers

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

3 Read

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

Answers

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

4 Write

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

Answers

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

5 Over to you

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

Answers

Learners' own answers.

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

Lesson 3: Describing a special place

Lesson objectives

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

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

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

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

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

Learner's Book



Warm up

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



1 Talk about it

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

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

Answers

Learners' own answers.

2 Talk

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

Answers

Facts about Pompeii for reference:

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

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

3 Listen 71

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

- Listen to the description; then ask learners to discuss the answers in pairs before conducting general class feedback. Refer to the pictures in the Learner's Book when conducting feedback and the points made on the board, so learners can see how many of their initial predictions appeared in the listening text.
Note: In this initial first listening, learners are not expected to understand all the points listed below, just gain a general sense of what happened in Pompeii. They may just pick up some of the points listed.

Audioscript: LB Track 71

Part 1

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

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

Part 2

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

Part 3

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

Part 4

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

Answers

Hannah's description of what happened in Pompeii.

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

4 Listen 71

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

Answers

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

5 Listen 71

- Now ask learners if they can remember three surprising facts from the first part of Hannah's description. Write the following prompts on the board to help them and ask them to work in pairs to make three sentences:
Nearly 2000 years ago ... over 20 kilometres high ... ash and gas ... 24 hours ... 300°C
Note: Stronger learners can be challenged to produce sentences using all the prompts.
- Elicit sentences from the prompts and ask learners why they think Hannah mentioned this information at the beginning of her description. Elicit or tell them that putting interesting or surprising information at the beginning of a description is a good technique to get the attention of the listener (or reader), and will make them want to hear more (reference **Speaking tip** in Learner's Book).
- Now ask them to listen to the first part again to hear the strategy in context and to check their sentences.

Answers

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

6 Use of English

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

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

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

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

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

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

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

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

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

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

Answers

I was fascinated by

I was really interested in

I was really amazed by

I felt very sad about

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

2 I was *fascinated by* the stone figures.

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

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

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

Present it!

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

you could organise it so that learners present to small groups in the final stage, rather than the whole class, as this would be more time-efficient.

- First give learners time to prepare notes about a place that is special to them. Ask them to look again at the adjectives they wrote at the beginning of the class (**Activity 1, Talk about it**) to help them generate initial ideas.
- Ask learners to organise their description using the same headings as those in **Activity 4**, adapted for themselves and the place they want to describe. If necessary, give them time to research a little for 'interesting and surprising facts' (Part 1 / heading c) about their place.
- Ask them to find clear, enlarged (if possible) visual images to accompany their description.
- Ask learners to write out their presentation from their notes, either in class time or at home. Make sure they include some sentences that talk directly to the audience and show them the examples in the audioscript, e.g. *I'm going to tell you about a place ... You can see ...*, etc.
- Tell them to include some sentences using some of the *adjective + preposition* phrases in **Activity 6** to describe their feelings about the place.
- Check the scripts for grammar, vocabulary and organisation; however, the emphasis is on organisation and quality of ideas, rather than perfectly accurate scripts.
- Give learners the opportunity to practise their presentations together, whether they are presenting the descriptions individually or in groups. If they are presenting as a group, each member should deliver a part of the presentation.
- As learners practise, monitor the groups, making sure you spend some time with each, helping with any pronunciation difficulties.
- **Critical thinking:** Before learners either present to their group or to the class, give listeners a task by asking them to note down two interesting or surprising facts about each place.
- Ask learners to present their descriptions individually to a group of about 3 or 4, or in small groups in front of the class.
- **Additional support and practice:** Use of notes in delivery: stronger learners may be able to deliver without looking too closely at their notes; others may need to read from their notes at this stage. Use your discretion with regard to how much you allow this, taking into account ability and confidence levels in your class. Ultimately in later years, learners need to be able to deliver oral presentations without reading word for word from notes. Ideally, we should encourage them to get into this habit as soon as possible but learners will probably need the support of reading from their notes in these early stages.
- **Extend and challenge:** As learners are delivering their presentations, note down main errors; either give to each group a note of the errors to correct

themselves, or write up on the board at the end for a class error correction session (without stating which group or individual made the errors).

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

Answers

Learners' own answers.

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

Wrap up

- **Critical thinking:** After listening to all the presentations, ask learners to share interesting and surprising facts that they noted about the descriptions they listened to.

Activity Book

1 Listen 23 AB Track 23

- Learners listen to a boy describing his visit to a special place and put headings in the order of his description.

Audioscript: AB Track 23

Part 1

I'm going to tell you about Jamaa El-Fna Square in Marrakesh, Morocco. This is a special place for the people of Marrakesh and for me too. It is famous all over the world. The square has been in movies, on TV programmes and in novels. Rock stars have recorded songs there too.

Part 2

I live quite a long way from Marrakesh, in a city called Safi and I went to Jamaa El-Fna Square last year with my family. It was an awesome experience and we had a lot of fun.

During the day you can go shopping in the huge market. It is very colourful – full of traditional Moroccan crafts and bags full of spices that smell delicious. In the square, you can watch snake-charmers. They play tunes on musical instruments and large snakes dance in front of them! But later on the square really comes alive. You can watch acrobats and dancers. You can listen to musicians and storytellers and buy delicious dishes and snacks from lots of food stalls.

Part 3

I was fascinated by the square because there were so many exciting things to see, hear, smell and taste! I was really interested in all the food from different parts of my country. I was amazed by the acrobats and musicians. I was surprised by how fast the time went. And I felt sad about the fact that our trip was so short.

Answers

a 2 b 4 c 1 d 3

Order: c / a / d / b

2 Listen 23 AB Track 23

- Learners read four statements about the listening text. Then they listen to Part 1 again to find out whether the statements are true or false. They correct the false sentences.

Answers

- 1 false. Jamaa El Fna Square is famous all over the world.
- 2 false. It has been in movies and on TV programmes.
- 3 true
- 4 true

3 Listen 23 AB Track 23

- Learners listen to Parts 2 and 3 again. They look at pictures and put them in the order that they hear them mentioned in the listening text.

Answers

Order: b / a / d / c

4 Use of English 24 AB Track 24

- Learners circle the correct preposition (from a choice of two) in four sentences from the listening text.

Answers

1 by 2 in 3 by 4 about

5 Use of English

- Learners make sentences using adjectives and prepositions about given topics, choosing adjectives from the box.

Answers

Learners' own answers.

6 Challenge

- Learners answer questions about a special place for them. They then write a presentation, using their notes.

Answers

Learners' own answers.

For further practice, in talking about holiday activities and experiences, see Photocopiable activity 25.

Lesson 4: My dream holiday

Lesson objectives

Reading: Read two short poems about dream holidays; notice features of content, style and use of descriptive language.

Writing: Write a short poem about a dream holiday using a given structure.

Critical thinking: Think of your own dream holiday; talk about which poem you like best and why; create a poem about a dream holiday.

Vocabulary: Verbs describing senses (review); *see, hear, touch, taste, smell*; descriptive adjectives; *shimmering, sapphire, salty, ancient, worn*

Materials: Learner's Book, Activity Book; images of teacher's choice of a dream holiday destination (for **Warm up**); various pictures of dream holiday destinations (4 or 5 per small group).

Learner's Book

Warm up

- Introduce the theme of the lesson by showing learners some images of a place you would like to go on a dream holiday. Choose a place that is far removed from your current environment to emphasise the 'dream' aspect, e.g. on the other side of the world, in a completely different climate, reflecting a completely different lifestyle, etc. It could even be the moon or a space journey.
- Ask learners to guess the place and talk to them a little bit about why it represents your dream holiday.

1 Talk about it

- Put learners in small groups and distribute some more pictures of dream destinations that you think would appeal to them. Make them varied to engage all learners, e.g. a picture of the New York skyline or Sydney harbour, Mount Everest, the surface of the moon, the Egyptian pyramids, Disneyland, a tropical island, etc.
Note: You will need quite a large number of pictures, or copies, so each group has plenty to look at. You could ask learners beforehand to find dream holiday images at home and bring them to the lesson; then put the pictures together and distribute so each group has five or six pictures to look at. If each group has different pictures, ask them to pass them round.
- **Critical thinking:** Ask them to talk about where they would like to go on a dream holiday, using the pictures for inspiration. They also need to think of two reasons why they would choose that place.
- Conduct a class feedback, asking learners to share their thoughts on dream holiday destinations and the reasons why.
- Explain to learners that they are all going to write about their dream holiday in the lesson today.

Answers
Learners' own answers.

2 Read

- Focus learners on the pictures in the Learner's Book and ask them to describe the places. Do they know where these places are? What do they know about them? Would they like to go there?

- Tell learners that you (the teacher) are going to read the two poems aloud. They must listen and read too, then match the pictures with the poems.
- When you have finished reading, ask them to compare their answers in pairs, then do a quick class feedback. Ask learners which words in the poems helped them to match to the pictures and write these on the board. If your learners are familiar with Macchu Picchu, ask them what other words, besides the place name, helped them to match with picture d.
- Ask learners to look at the sentences used in the poems and read a couple of examples, emphasising the use of the second conditional, e.g.

*If I could go anywhere in the whole wide world,
I would travel to a tropical island by private plane ...
I'd see shimmering white sand and giant flowers,
And I'd hear toucans and humming birds.*


Ask them what kind of sentence / structure is used (2nd conditional) and why (because the poems are talking about *dreams* – imaginary situations).

Answers

Poem 1 / pictures b and c

Poem 2 / picture d

Note: Machu Picchu is a 15th century Inca site located nearly 2500 metres above sea level in the Cusco region of Peru in South America. It is in the middle of a tropical mountain setting.

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

3 Talk

- Ask learners to read the words on the board from **Activity 2**. Then either partially erase or erase completely and ask them work in pairs to remember as many details as they can about each poem.
- **Critical thinking:** Now ask learners to discuss which poem they like best and why. Give them an example yourself first, e.g.
I like the first poem best because I love quiet natural places where there are few people.
I like the second poem best because I love ancient ruins and history.
- **Feedback:** Elicit from the class which poem different learners like best and why.

Answers
Learners' own answers.


4 Word study

- Focus learners on the adjectives in the poems and read through them together. Then ask them to work in pairs to match them to the descriptions in **Activity 4**. If learners are unsure about the meanings, encourage them to look at the context and the meanings of the other words around the adjectives to help them understand.
- When you go through the answers as a class, use the pictures where possible to help learners understand

the meanings; also give them other examples of things that can be described by these adjectives, preferable things that are familiar (e.g. the grass at the side of the playground is **worn** because lots of students have been running on it).

Answers

- 1 ancient
- 2 salty
- 3 worn
- 4 sapphire
- 5 shimmering


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

5 Word study

- Now focus learners on the verbs in blue in the poems and read them together. Ask learners to think about the meanings of the verbs and then elicit what they all have in common. If learners are slow to respond, give them clues by indicating the senses they apply to (e.g. point to your eyes, ears, etc.).

Answers

All the verbs in blue describe the *five senses*.


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

6 Listen and write

- Tell learners that they are now going to write some notes that they will use to write their own poems. Explain that you are going to ask them some questions and that they should listen and write their thoughts in their notebooks. Show them the example responses (about Japan) in the Learner's Book.
- Tell learners that they can write just one or two responses to the questions, then there will be more time to add to their answers later.
- Read out the first question: *If you could go on holiday anywhere, where would you go?* and make sure that everyone writes an answer. Where possible, give learners a picture (from **Activity 1**) to match their dream place.
- **Critical thinking:** Read out the following questions, 2–7. Give learners time to write at least one or two responses after each one.
- When you have finished asking the questions, give learners a few minutes more to add to their notes. Circulate and monitor, helping with vocabulary.
- **Additional support and practice:** **Activity 4** in the Activity Book, **Lesson 4** provides a gap-fill exercise which could act as a bridging activity between learners reading the model poems and writing notes for their own poems. The content of this example poem may be more accessible and provide a more relatable model for some learners.

Answers

Learners' own answers.


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

Write

- **Critical thinking:** Explain to learners that they are now going to use their notes to write their own poems about a dream holiday and that they are going to write their poems using the same structure as in the model poems.
- To start them off, elicit from learners the first line of the poems and then add two or three further lines using your own ideas (or the example in the Learner's Book):
*If I could go anywhere in the whole wide world,
I'd travel to (PLACE) Japan by (TRANSPORT)
supersonic jet plane ...
I'd see ...*
- Point out to learners (by using the model on the board) that they need to use the same structure as the model poems – sentences in the 2nd conditional and the verbs describing the five senses.
- Now ask them to write first drafts of their poems. Circulate and monitor, helping with vocabulary and structure.
- When learners are ready, ask them to write final versions of their poems for display on the classroom wall. Let them decorate with pictures and photos.
- Display the poems and ask learners to walk around and read each other's. Ask them to write down three more places that they would like to visit after reading their classmate's poems.

Answers

Learners' own answers – Portfolio opportunity.

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

Wrap up

- **Critical thinking:** Ask learners to share their thoughts about which places they would like to visit after reading each other's poems. If you have a team points or class reward system, you could give learners credits for 'most descriptive line', 'most unusual place', etc.

Activity Book

1 Vocabulary

- Learners label a diagram with verbs describing senses from the box.

Answers

a see b smell c taste d hear e touch

2 Read

- Learners complete a gapped poem with given sentences, matching verbs describing senses with the relevant words in the sentences.

Answers

1 d 2 b 3 e 4 c 5 a

3 Vocabulary

- Learners complete sentences with an adjective from the box.

Answers

1 ancient 2 shimmering 3 Salty 4 worn 5 sapphire

4 Read

- Learners complete a poem with words from the box.

Answers

1 theme park
2 rollercoasters
3 laughing
4 slides
5 pizzas
6 milkshakes
7 burgers
8 friends

5 Challenge

- Learners write a poem about a place or country that they would like to visit, using the models in **Activity 2** and **4**.

Answers

Learners' own answers.

Lesson 5: Other kinds of journeys

Lesson objectives

Listening and reading: Listen to and read an extract (from a novel) about the journey of light to Earth.

Speaking: Talk about stars and the night sky; talk about story themes and inferences; answer questions using phrases with the verb, *take*; discuss advice given by family members.

Critical thinking: Discuss what you have learned from family members.

Vocabulary: Expressions with *take*: *how long / how many years / how much time does it take ...? take something in, take ages ...*

Values: Learning from family members.

Materials: Learner's Book, Activity Book.

Learner's Book

Warm up

- As a tentative link to the theme of space in the literature extract, you could start the lesson by showing learners a picture or a video clip of a rocket launching into space. Elicit from learners what kind of transport they can see in the picture or video clip and ask them what they think is the purpose of space journeys like this one (this also acts as a review of the space exploration theme touched on in **Unit 9**).

1 Talk about it

- Now ask learners to brainstorm what they can see when they look at the sky at night. Write their ideas on the board and add a few of your own if necessary (see Answers box for ideas).
- Critical thinking:** Choose one or two examples from learners' ideas and ask them to have a guess at how far some of the things are from Earth. Allow learners to wildly speculate here, so that they get a sense of the vastness of space (in preparation for some of the themes in the literature extract).

Answers

Possible answers for what is visible in the night sky (depending on which part of the world you live in and weather conditions): the moon, stars, constellations (e.g. the Milky Way), planets, meteors, comets, eclipses, satellites, planes.

2 Read 72

- Tell learners that they are now going to listen to and read a story that has a space theme, from a novel called *The Time and Space of Uncle Albert* by Russell Stannard. The story is from a chapter called *The Light Beam that Got Away*, and revolves around a conversation between a girl called Gedanken and her Uncle Albert. Introduce the characters by drawing learners' attention to the illustrations in the Learner's Book.
- Now focus learners on the question in **Activity 2** and read it together. Tell the class to listen and read the whole text, looking for the answer to this question. Stress that, at this point, they only need look for this information and not to worry about words they do not understand.
- Start the audio and tell learners to read the text while listening.

Audioscript: LB Track 72

See Learner's Book

Answers

They are talking about the night sky because they are interested in how fast light travels from the stars to the Earth.

3 Read

- In preparation for learners reading the text again (to answer the comprehension questions), pre-teach the following words, paragraph by paragraph: *burst out*

laughing / very fond (Part 1); *a bench / starlit / ladder* (Part 2); *get here / given out / Not quite / lamp bulb* (Part 3)

- Read out the word definitions and ask learners to find the corresponding word in the text (make sure they only focus on the part where the word appears). Conduct the activity as a reading race to stretch learners and keep them engaged.
Part 1: *burst out laughing* – when you suddenly start laughing (this could be mimed)
very fond – when you like someone or something very much
Part 2: *a bench* – something you sit on outside, e.g. in a park
starlit – an adjective that means the light from stars in the sky
ladder – (show learners the ladder in the illustration in the Learner’s Book)
Part 3: *get here* – to arrive
given out – produced
not quite – this is a nice way of saying, ‘No, that isn’t right’.
lamp bulb – the object inside a lamp that gives light (show learners an example or draw a lamp bulb).
- Tell learners that they are going to read the story again, part by part to answer the questions after each part. They should read and then answer the questions in their notebooks.
- **Additional support and practice:** Learners could work in pairs to do the comprehension questions 1–10. Alternatively you could divide the questions up, so learners don’t have to answer all of them but benefit from learning all answers in feedback later on. Put learners in A/B pairs: A answers the odd numbered questions, B, the even numbered ones, then ask them to share the answers at the end.
- After learners have written the answers for questions 1–10, put them in groups of four to check their answers together.
- Allow time for this before giving feedback on the answers. Where possible, use the pictures in the book to illustrate the answers.

Answers

- 1 true
- 2 false. Her teacher’s name is Mr Turner.
- 3 false. Uncle Albert is a scientist.
- 4 true
- 5 false. Gedanken hasn’t decided on the topic of her science project.
- 6 true
- 7 false. When he was a boy, Uncle Albert climbed a ladder and tried to touch the stars.
- 8 true
- 9 false. It still takes a tiny amount of time for light to travel from the lamp bulb to the walls of a room.
- 10 false. Uncle Albert knows exactly how long it takes for light to travel from space to Earth (‘Three hundred thousand kilometres a second.’ Or ‘A hundred and eighty-six thousand miles a second.’)



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

4 Talk

- **Critical thinking:** Ask learners to work in pairs to answer the questions in **Activity 4**. They should discuss the questions and be prepared to give feedback to the class at the end.
- **Additional support and practice:** The questions in this speaking activity could be divided up, rather than have all learners answer all questions; e.g. put learners into groups of three and give each learner a question to think about and then share with the group. Or give small groups of learners just one question to discuss. At the end of this stage, each group would give feedback on a different question and others could listen and see if they agree or not with the answer given. Early finishers could then be given another question to discuss while others finish.
- Do a class feedback, asking volunteers or nominating learners to share their answers with the class. Help learners with the language they need to express their thoughts (especially for question 2) by reformulating sentences where appropriate and highlighting useful phrases on the board.

Answers


- 1 Uncle Albert believed that stars were little lights stuck on to the inside of a big round roof. He thought he could touch the stars in the sky if he stood on the roof of his house and reached up.
- 2 Learners’ own answers.
- 3 Project that Gedanken is most likely to choose (because of her conversation with her uncle):
The journey of light from space to Earth

5 Write

- Focus learners on the written numbers in **Activity 5** and read them together. Put them in pairs and ask them to write the words as numbers. This could be done as a competition, with a time limit. When learners think they have the correct answers, ask them to come up and write the numbers on the board. Alternatively, you (the teacher) could write the numbers on the board, with an error, then ask learners to come up and correct them.
- Now ask learners to look back through the story and discuss, in pairs, why the numbers are important in the story.
- When you conduct feedback, establish the answer given in the Answers box and draw comparisons with other sections of your curriculum where learners might have studied similar points (e.g. Science; Physics; Maths).

Answers

These numbers show the speed that light travels from space to earth in kilometres and miles.
300 000 (kilometres a second)
180 000 (miles a second)

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

6 Word study

- Focus learners' attention on the verb phrases, with *take*, highlighted in blue in the story. Ask learners to read the expressions out to you and list them on the board (or have them prepared on a slide). List the expressions as fully as possible, so the context is clear, e.g.
It's taken that long to get here.
The time it takes for ...
Their light takes ages to make the journey ...
She still didn't seem to take it in ...
It still takes years to get here ...
- Ask learners to think about the meaning of the expressions, then to discuss in pairs which one is the odd-one-out (in terms of meaning). To quicken pace and keep learners engaged, give them a time limit and make it into a competition, awarding points for the correct answer, if you have a reward system in place in your classroom.
- When learners record these phrases in their vocabulary records, take this opportunity to reinforce the idea of recording vocabulary in 'chunks' like this, and that it is usually as easy to remember a short phrase as it is to remember one word (and much more useful).

Answers


Odd-one-out: *to take (something) in*. This phrase means to *understand* (and *absorb*) something; the other phrases with *take* are all about *length of time*.

7 Talk

- Focus learners on the questions in **Activity 7**, designed to give authentic practice using the target phrases derived from the text. Read through the questions together, then ask learners to answer them in pairs and to be prepared to share their answers with the class at the end.
- When you conduct feedback, nominate or ask for volunteers to give their answers to each of the questions. You could add an extra challenge by asking stronger learners to give feedback on their partner's answers instead of their own.

Answers

Learners' own answers.

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

8 Pronunciation 73

- Focus learners on **Activity 8**. Ask them to listen to and repeat the words from the story, focusing on the pronunciation of the 'o' sound in each one.

- After listening, ask learners to tell you the difference between the pronunciation of the 'o' sound in the words.

Audioscript: LB Track 73

topic
going
fond
so
hoped
sorry
volcanoes

Answers


some are a long 'o' sound /[phɒn]/ some are a short 'o' sound / [phɒn]/

- Ask learners to write the words in two columns in their notebooks, according to the different 'o' sound. If your learners are familiar with the phonemic chart, you could use these symbols to differentiate the sounds. Encourage them to say the words before writing them down.
- Now ask them to listen again to check. Ask them also to identify the word which contains both 'o' sounds.

Answers

[phɒn]	[phɒn]
topic	going
fond	so
sorry	hoped

Both sounds: volcanoes

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

9 Values

- **Critical thinking:** Focus learners on the three questions and put them into small groups to discuss the answers. Tell them to be prepared to share their answers with the rest of the class at the end of the activity.
- During feedback, if you feel learners might struggle to express the answer to the first question, give them a false answer and ask them to correct it, e.g.,
Uncle Albert told Gedanken that the light we see in space is instant / has taken a short time to travel to Earth.
The light we see at home, when we turn on a light, is instant.
Light doesn't 'travel' – it's instant!
- For the last question, you could create a list of 'good advice' on the board and discuss different situations that the various pieces of advice can be applied to.

Answers

- 1 From Uncle Albert, Gedanken learned that light always has to 'travel' – it doesn't appear instantly, even when we switch on a lamp bulb in a small room. The light that we see in space (e.g. from stars) has taken a long time to travel to Earth. Gedanken also learned the exact speed that light travels from space (in kilometres and miles). This information will help her with Science, in particular, Physics (and also Maths).
- 2 Learners' own answers.
- 3 Learners' own answers.

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

Wrap up

- Put learners into small teams. Find out some 'amazing facts' about how far different planets and stars are from Earth. Dictate the figures to learners and ask them to write down the numbers on A4 paper and hold it up when they think they have written it correctly. Give team points to the first teams with the correctly written numbers.

Activity Book

1 Read

- Learners put sentences about the story in the correct order.

Answers

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

2 Read

- Learners choose the correct answer (from a choice of two) in sentences that describe some events in the story.

Answers

- 1 find information
- 2 is annoyed
- 3 uncle
- 4 didn't know
- 5 at his home
- 6 travel
- 7 hard

3 Read

- Learners complete a gapped explanation about how light travels, using words in the box.

Answers

- 1 night
- 2 years
- 3 far
- 4 Earth
- 5 fast
- 6 kilometres
- 7 five
- 8 home
- 9 room

4 Word study

- Learners complete sentences, using expressions with *take*, and make them true for them.

Answers

Learners' own answers.

5 Pronunciation 25 AB Track 25

- Learners listen and repeat two groups of words from the story and identify which sound for the letter 'o' they hear in each group.

Audioscript: AB Track 25

- 1
topic
long
lost
on
- 2
so
home
know
ago

Answers

- 1 topic long lost on /ɒ/
2 so home know ago /əʊ/

6 Pronunciation 26 AB Track 26

- Learners listen and repeat more words from the story (featuring the letter, 'o'). They identify which 'o' sound, from groups 1 and 2 in **Activity 5**, they hear in each word.

Audioscript: AB Track 26

- off
only
dome
folder
project
notice

Answers

off 1 only 2 dome 2 folder 1 project 1 notice 2

7 Values

- Learners write some useful information or advice they received from one of their family members.

Answers

Learners' own answers.

Lesson 6: Choose a project

Lesson objectives

Speaking: Conduct a survey about holiday activities and present findings to the class; revise unit themes; discuss **Unit 12** Big question.

Writing: Write a mini-report about the results of the survey; organise and prepare notes for a poster about a place you would like to visit; revise unit themes.

Critical thinking: Compare survey results with other groups; select a place you would like to visit and imagine aspects of the visit; apply new skills and language acquired in **Unit 12** to project work and revision activities.

Language focus: Recycling language points from **Unit 12**, i.e. 2nd conditional forms (review); adjective + preposition structure.

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

Materials: paper; poster paper; electronic slides (optional).

Learner's Book

Warm up

- Play *Noughts and Crosses* (also known as *Three in a Row* or *Tic Tac Toe*) to revise key vocabulary and themes from **Unit 12**.
- Draw a 3X3 grid on the board and number each box 1–9, as follows:

1	2	3
4	5	6
7	8	9

- Put learners in two teams (*Noughts* and *Crosses*). Tell them that you have nine questions about **Unit 12** – one for each square on the grid; they have to choose a square and answer the question corresponding to that square. If they give a correct answer, they 'win' the square. The objective of the game is to win three squares in a row (horizontally, vertically or diagonally).
- Roll a dice or flip a coin to decide which team starts the game. If *Noughts* win a square, place a '0' in the square, if *Crosses* win, place a 'X'. Teams should soon realise that their choice of square may depend on how many the other team have 'won' and they must try to stop them winning three in a row.
- Ask questions that revise key vocabulary, language points and themes in **Unit 12**: you could focus on just one area (e.g. nine questions about vocabulary) or provide a mixture of questions covering all areas.

Your questions could ask learners to give vocabulary lists; answer a definition; complete a short gapped sentence; answer a comprehension question about a text, etc. e.g.:

- 1 Name three holiday activities from Lesson 1. (Three activities from the six featured in **Lesson 1**)
- 2 Name two activities you can do in the snow. (Skiing and snowboarding)
- 3 What is the name of the sport where you jump off a high place tied to an elastic rope? (Bungee-jumping)
- 4 Complete this phrase: There is _____ I would try snowboarding! (... no way ...)
- 5 Complete this phrase: I _____ to try snorkelling – it would be fun! (... would like ...)
- 6 What did *Gedanken* learn from her uncle in the story? (About the speed of light)
- 7 What were the reviews about in Lesson 2? (A marine wildlife park)
- 8 Give me an adjective which means very very old. (ancient)
- 9 What were the poems about in Lesson 4? (A tropical island and Machu Picchu)

Note: Be aware that some questions might replicate questions that appear in the **Reflect on your learning** section later (although this could be used to provide added support for some learners).

Note: Sometimes this game gets to a point where it is impossible to win three in a row. In this case, have a tenth question ready as a 'tie-breaker'.

- Do a practice turn first to make sure learners are clear about the rules of the game.
- Tell learners they are now going to choose from the two projects and follow the instructions below for the one they have decided on.

1 A survey and mini-report

- Focus learners' attention on the pie chart and elicit the topic (holiday activities). Then focus their attention on the figures and percentages and ask how many students took part in the survey that resulted in the pie chart (10). Tell them that they are now going to carry out a similar survey, interviewing ten classmates.
- Put learners in pairs and take them through the step-by-step instructions. Ask them to write down the six holiday activities from **Lesson 1**, then work together to construct two questions to find out the bullet-pointed information. E.g. *Which activity would you like to try (that you haven't tried before)? Why would you like to try it?*
- Then do an example of the mini-interview on the board, focusing on the use of the 2nd conditional in the answer:
Q: *Which activity would you like to try?* → A: *(I'd like to try) rock-climbing.*

Q: *Why would you like to try it? / Why is that?* →
A: *Because I think it would be exciting and scary at the same time ...*

If necessary, drill the questions and possible answers to build learner confidence for the survey stage.

Also point out to them that their answers should sound natural and that it is often not necessary to repeat part of the question. (With this in mind, *Why is that?* might also be a more natural follow up question than *Why would you like to try it?*).

- Give learners a few minutes to think about their answers to the questions (as they will be answering questions as well as asking). Circulate and help with vocabulary if necessary.
- Now ask them to carry out the survey. Learners can do this all in pairs (as suggested) or all individually according to their ability. However, if learners conduct the mini-interviews in pairs, they can work together to construct the piecharts and write the mini-reports together too.
- When they have completed the surveys, looked at the results and created a piechart, draw their attention to the percentages and ask them to write a mini-report explaining the survey and results, e.g.
Two classmates would like to try rock climbing because it would be exciting and scary at the same time.
Encourage them to vary the language used to express numbers, e.g. *five students ...* → *half of the students would like to try ...*
- When learners are ready, ask them to make a poster showing their piechart and mini-report.
- At the end of the activity, choose some learners (or ask for volunteers) to present their findings to the class. When presenting, encourage learners to use some of the techniques and phrases from the presentation activities in other units, e.g. *As you can see ... This piechart shows ...*
- When the class has listened to a few presentations, ask them what similarities and differences they noticed about the results.
- **Extend and challenge:** Ask learners to give a personal reaction to the results of their survey. Which results did they predict? Which surprised them?

Answers

Learners' own answers.

Wrap up

- Find out the activities that learners in your class would most like to try.

Answers

Learners' own answers.

2 Make a poster about a place you would

like to visit

- Put learners in pairs or groups of threes and ask them to think of a place that everyone in the pair / group would like to visit (they could prepare this beforehand). Take them through the step-by-step instructions presented in the Learner's Book. Follow the necessary steps to ask them to research the place first (see **Teaching tip, Unit 5** overview).
- The note-making stage (see Project 2, stage 2) could be divided up between the pair of group of three, i.e. one learner could write the description, another could describe how to get there and where to stay, another could describe what they would do when they were there.
- When learners are writing up their notes into a first draft, circulate and give assistance with language expression and vocabulary.
- When drafts have been checked (by teacher and learners) ask them to copy the parts of the description onto a large piece of paper to make a poster. Allow them to decorate with pictures and different colours.
- When they have finished, ask learners to display their posters on the wall. Allow them to walk around and read other groups' posters. While they are reading, they should make a note of at least one interesting or surprising point from each poster.

Answers

Learners' own answers.

Wrap up

- At the end, compare the places described by different pairs / groups in the class and have a 'superlatives' vote: which is the most unusual place, the most fun place, the most beautiful place, the most historical place?, etc.

Answers

Learners' own answers.

Reflect on your learning

- These revision activities can be approached in different ways, according to the level and character of your class.
 - Questions 1–7 could be used as a class quiz, with learners in teams and a time limit given to write answers to each question.
 - Alternatively, you could conduct a revision session – ask learners to work in pairs and take longer to think about and write down their answers. When pairs have finished the questions, they swap with another pair and correct each other's work, with you monitoring and giving help and advice when needed.
 - You could set this task for homework / self-study.

Answers

- 1 rock-climbing; skiing; snorkelling; bungee-jumping; snowboarding; surfing
The children talked about bungee-jumping and snorkelling.
- 2 Learners' own answers.
- 3 Learners' own answers.
- 4 A tropical island and Machu Picchu (in Peru, South America).
- 5 Learners' own answers.
- 6 A science project.
- 7 They talk about the stars in the night sky and how fast it takes for light to travel, both in a room in a house and from space to Earth.

Look what I can do!

Aim: To check learners have fulfilled the objectives for **Unit 12** (and to what degree).

- Present the objectives slide or poster from the introduction to **Unit 12** in **Lesson 1** and remind learners of the objectives from the start of the unit.
- Focus their attention on the 'I can ...' statements and read through together. You could put these on a slide or write on the board. Ask learners if they feel they can now do these tasks after completing **Unit 12**. By this point, you should have a clear idea yourself of how well your learners have completed the tasks. However, ask them now to do an initial self-assessment.
- Put learners in pairs and ask them to look through their notebooks and portfolios to find evidence of their work for each of the statements. Then they give themselves a rating as follows:
 - ✓ Yes, I can – no problem!
 - ? A little – I need more practice.
 - ⊗ No – I need a lot more practice.
- Circulate and chat to learners about their self-assessment (some might be overly modest and you can point out that their rating could be higher).
- Conduct a general feedback at the end and find out which tasks learners found the most interesting / useful / challenging, etc.
- **Extend and challenge:** At the end of the unit, you could give 'mini-awards' or 'unit awards' to individual learners, pairs or groups who have worked well in specific areas. These could be a mixture of serious and informal / humorous and could cover skills other than language to include learners of all levels and aptitudes.
 - Good conversationalist/s*
 - Good writers*
 - Best description*
 - Most improved pronunciation*
 - Best art work / graphics*
 - Good presentation skills*
 - Most interesting presentation*

Answers

Learners' own answers.



Wrap up

- As a class, look at the Big question again on a slide or written on the board: *What can we learn from travelling & holidays?*
- Learners may need guiding to help them make the connection between the question and the unit themes and tasks. Write these prompts on the board (or put on a slide).

Prompts:

- 1 *How to use our imaginations and describe a place in an interesting way.*
 - 2 *How places make us feel because of different things that we see and find out.*
 - 3 *Sometimes we can learn about history and how people lived many years ago.*
 - 4 *How to consider good and bad points about a place and make up our own minds.*
 - 5 *Important facts that can help us with our school work.*
 - 6 *How it would feel to try something new or different.*
- Ask learners: *What can we learn from looking at different kinds of holiday sports activities?* (Answer: 6)
What can we learn from reading or listening to other people's opinions about places to visit? (4)
What can we learn from visiting interesting and beautiful places? (2 and 3)
What can we learn from thinking about our dream holiday? (1)
What can we learn from different kinds of journeys, like the one described in Lesson 5? (5)
(Note: Other answers might also be possible for some of questions, depending on view point.)
 - Alternatively, put learners in groups, print the prompts on different colour paper and give a set to each group; then call out the questions and ask them to hold up the answers.

Activity Book

Revision

1 Vocabulary

- Learners complete a crossword covering key grammar and vocabulary from **Lessons 1–6** in **Unit 12**.

Answers

Across

1 surfing 4 smell 6 theme 7 would 8 touch 9 by 10 in

Down

1 snorkelling 2 fascinated 3 take 5 about 7 way

My global progress

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

Answers

Learners' own answers.

Review 7

Photocopiable activity 26

- Review 7 offers learners the opportunity to review and recycle vocabulary items from **Units 4–12**. The short tasks are designed to be carried out as a quiz or as questions on a board game, which learners work through in pairs and earn points.
- Review 7 activities are intended to be done in class (as a pair work activity), and have been designed with end-of-term revision sessions in mind.
- Whether learners work through Review 12 tasks as a quiz or board game, circulate and monitor the activity to check responses and ensure that they stay on task. They can earn points for each task and learners will need to administer this themselves if the tasks are done in pairs, with one learner deciding if the other has successfully earned the points after completing the tasks. In this case, check that points are being awarded fairly.
- **Feedback:** Where vocabulary lists are required as answers, these can be elicited from learners or displayed on the board or on a slide. To make the correction stage more active, ask learners to come up to the board and write the word lists.

1 Vocabulary and speaking

- Learners act out four free-time activities and ask their partner to guess what they are. They then tell each other what they like / don't like doing in their free time.

Answers

Four from: play video games, painting, play football, take photos, meet up with my friends, play piano (other answers also possible).
+ Learners' own answers.

2 Vocabulary

- Learners change adjectives into nouns, paying attention to form and spelling.

Answers

amazement bravery beauty fear pride excitement

3 Vocabulary and speaking

- Learners name as many school subjects as they can in one minute; then tell their partner which ones they are good at / like / don't like.

Answers

School subjects: National history, Arabic, Science, Art and Design, French, Islamic education, Social Studies, Spanish, Physical education (other answers also possible).
+ Learners' own answers.

4 Vocabulary and speaking

- Learners talk about which extra-curricular activities are available at their school, which ones they do and which they would like to do.

Answers

Learners' own answers.

5 Vocabulary and speaking

- Learners act out four sports that they have done or played in the last two years and say which ones they like best and why. Then they tell their partner what equipment they need to do these sports.

Answers

Learners' own answers.

6 Vocabulary, speaking and writing

- Learners write down six types of film, paying attention to spelling. Then they tell their partner about the last film they saw and if they would recommend the film or not.

Answers

Six from: animation, comedy, horror, science-fiction, adventure, drama, action, historical.
+ Learners' own answers.

7 Vocabulary and speaking

Learners name four gadgets or pieces of equipment that they use a lot and tell their partner which is their favourite and why.

Answers

Learners' own answers.

8 Vocabulary and speaking

Learners talk about where they would go if they could go on an exciting expedition, and why, and talk about what equipment they would need.

Answers

Learners' own answers.

9 Vocabulary, writing and speaking

- Learners write down six verb/noun phrases to describe ways of communicating and say which they have used in the last two days. They talk about their favourite way of communicating and the reason why.

Answers

Six from: *raise your hand, send an email / a text, write an email / text / note / blog, make a call, reply to an email / text* (other answers possible).
+ Learners' own answers.

10 Vocabulary and writing

Learners write down as many holiday activities as they can, (ending in *-ing*) in a one-minute time limit, paying attention to spelling.

Answers

rock-climbing, skiing, snorkelling, bungee-jumping,
snowboarding, surfing (other answers possible).

- Make up a certificate for each learner using **Photocopiable activity 26**. Don't forget to celebrate their achievements!

Photocopiable activities

Unit 10

Photocopiable activity 20

Creating a business idea: *Be your own boss*

Aim: Learners write down things they are good at and interested in and compare with a partner, noting similarities. They then use the skills and interests they have in common to create an idea for a business which they will run together.

Preparation time: 5 minutes

Completion time: 1 hour

Language focus: Adjective + preposition (+ noun): *good at, interested in, crazy about, knowledgeable about.*

Materials: One **Create a business idea** handout for each learner; poster paper and pens.

Procedure

- Distribute one copy of the handout to each learner.
 - Focus learners on Activity A and ask them to think about all the things they are good at and interested in. Point out that this includes things at school and outside of school too – so they should think about things they are good at at home, e.g. being tidy, looking after their younger brother; and things they are good at in their relationships with other people, e.g. being kind, making people laugh, etc. Give them some examples using yourself as a model.
 - **Note:** Point out to learners that, as well as the *adjective + preposition + noun* model (outlined in the Learner's Book), they can also use the *adjective + preposition + verb +ing* structure to express their ideas, e.g. I am good at *playing* football, I am good at *tidying* my bedroom.
 - Ask learners to complete section A. Monitor and circulate, helping with vocabulary and language structures. Tell learners to answer the questions completely and not be overly modest about their skills and knowledge (i.e. everyone is good at more than one or two things!).
 - When they have completed section A, put them into pairs or groups of three and ask them to compare their answers. Tell them to circle all the answers that are the same or similar.
- Now tell them that they are going to get together and create a business that will incorporate one or more of the skills and / or interests that they have in common.
 - Elicit from learners what a *business* is. Elicit or tell them that sometimes people think of an idea for something that they know other people will like and want to buy; so they create a business to sell it to them. This means that they don't work for a boss: they work for themselves and 'are their own bosses'.
 - Explain that in order to start their business they will need to borrow some money. Ask learners who they think will lend them the money (the bank). Then tell them that they are now going to write down their business ideas and think of ways to convince the bank to lend them lots of money to start their business.
 - Now give learners time to think of a business idea and record it in the table (section C) on the handout. Each person in the pair or group must fill in each section. (Groups of threes could take responsibility for a section each, if allocating duties works better with your learners).
 - Monitor and circulate, helping with vocabulary and language to express ideas. You may need to talk some groups through section 3 on the table, and input some ideas, depending on their business idea.
 - When learners have input their ideas on the table, ask them to make a poster to explain their business idea. The poster will incorporate the ideas on the handout and pictures to illustrate their idea.
 - When posters are ready, ask learners to display them around the classroom so they can walk around and look at each other's ideas. One learner will stay by the poster and talk about the idea, while the others walk around and look at the other posters, noting down which idea they liked best.

Wrap up

- Vote as a class on the best business idea.

Answers

Learners' own answers.

Photocopiable activity 20**Creating a business idea: *Be your own boss*****A All about you**

1 Write six things you are good at.

2 Write five things you are interested in or crazy about.

3 Write down something that you are very knowledgeable about.

B Compare with your partner

Compare your lists above with your partner and circle the things you have in common.

C Be your own bosses

Now think of an idea for a business that you can create together. Describe your idea in the table.

1 Our business idea

Are you selling a product or a service? What kind of product or service? Why do you think people will like it?

2 Reasons for our idea

Why do you think you will be good at this business? What skills and interests do you have?

3 How we will start our business

What are the first four things you need to do to start your business?

Unit 10

Photocopiable activity 21

Revision crossword: *Name that job!*

Aim: Learners complete the crossword and definitions with words to describe jobs.

Preparation time: 5 minutes

Completion time: 15 minutes.

Vocabulary: words to describe jobs: *mechanic, architect, artist, dentist, vet, biologist, plasterer, builder, teacher, pilot*

Materials: One **Revision crossword** handout for each learner; notebooks for vocabulary extension activity (optional).

Procedure

- Distribute one copy of the handout to each learner.
- Ask learners to read the clues, think of the missing word and complete the crossword. If you feel your learners need more support, you could get them to do the crossword in pairs. Ask learners to complete the gaps in the clues with the target words too.
- This activity could be done as a competition with a time limit and points awarded to the first learner or pair who correctly complete the crossword.
- **Extension:** When learners have completed the crossword, you could extend the activity by asking learners to categorise the target words according to suffix or job type and add more words to the category. Learners could also create their own crossword or word search with other jobs or job-related vocabulary from **Unit 10**.

Answers

Down

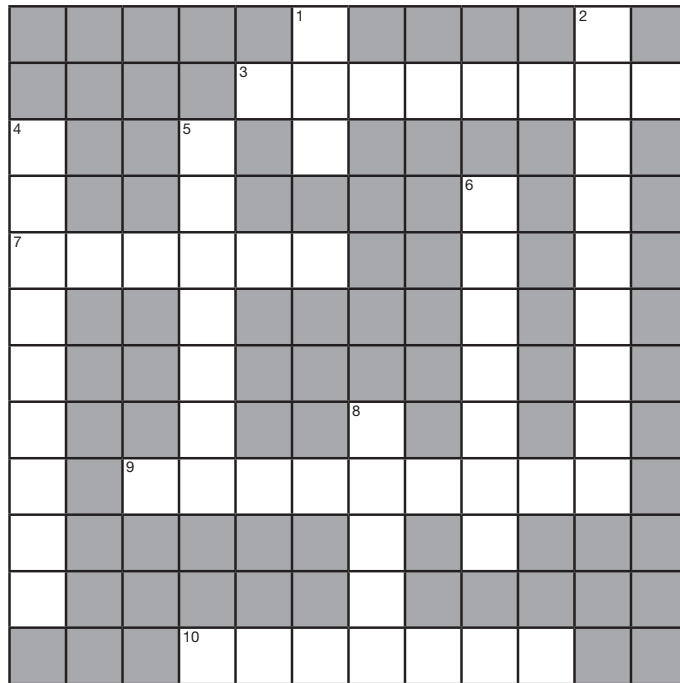
- 1 vet
- 2 biologist
- 4 plasterer
- 5 builder
- 6 teacher
- 8 pilot

Across

- 3 mechanic
- 7 artist
- 9 architect
- 10 dentist

Photocopiable activity 21

Revision crossword: *Name that job!*



1 Complete the crossword and write the missing words in the spaces.

Down ↓

- 1 A _____ knows how to look after sick animals.
- 2 A marine _____ is fascinated by the wildlife in the sea.
- 4 A _____ knows how to make the walls in your house look smooth.
- 5 A _____ uses bricks and cement to make places to live.
- 6 A _____ is good with children and knowledgeable about lots of school subjects.
- 8 A _____ controls planes and takes passengers all over the world.

Across →

- 3 A _____ is knowledgeable about different types of engines.
- 7 An _____ is very talented at painting and drawing.
- 9 An _____ is very interested in how people live and work in buildings.
- 10 A _____ is knowledgeable about healthy gums and teeth.

Photocopiable activity 22

Worksheet: Text message abbreviations

Aim: Learners practise using texting abbreviations by first matching common abbreviations to full words and phrases, then decoding a text message exchange and finally sending a message using the abbreviations to another classmate.

Preparation time: 5 minutes

Completion time: 20 minutes

Vocabulary: Text message abbreviations (see handout)

Materials: One **Text message abbreviations** handout for each learner; slips of paper (optional)

Procedure

- Distribute one copy of the handout to each learner.
- This activity could be introduced by asking learners if and when they send texts, who to and what kind of messages they usually send (e.g. making arrangements, asking someone to do something, just chatting, etc).
- First ask learners if they already know any texting abbreviations in English. Brainstorm the ones they already know and write on the board; then have them do the matching task in **Activity 1**.
- When they have matched all the abbreviations, go through the answers. Then ask them to decode the text message exchange in **Activity 2** and write the messages in full words and sentences in the space provided.

- Finally, have them write a message, using texting abbreviations, to another classmate. Ask them to write the message first in the box provided in **Activity 3**, so you can check the messages. Then have them either send the message by text (if this is an option) or by writing it on a Post-it or piece of paper and give it to the classmate. Ask learners to reply to the messages they receive using the texting abbreviations where appropriate.

Note: If you would like learners to send 'real' text messages and have a no-phones policy in school, ask them to send the message from home as a homework task. Tell them to show you the message they are going to send as written in the box in **Activity 3**.

Answers

1

a 3 **b** 5 **c** 4 **d** 8 **e** 1 **f** 12 **g** 13
h 2 **i** 11 **j** 15 **k** 7 **l** 14 **m** 6 **n** 10 **o** 9

2

A: Do you want to go to the cinema later?

B: I can't go today – (I've got) too much to do!

A: No problem. Do you want to go tomorrow? (Do you want to go to the) film at 12.30?

B: Great! Do you want to meet before for chocolate at Dino's at 11 (o'clock)?

A: Great! See you tomorrow. Don't be late. (I've) got to go, bye!

3 Learners' own answers.

Photocopiable activity 22

Worksheet: Text message abbreviations

1 Match the texting abbreviations to the full words and phrases.

- | | |
|--------------|-------------------------|
| a thks / thx | 1 before |
| b 2moro | 2 no problem |
| c 2nite | 3 thanks |
| d gr8 | 4 tonight |
| e b4 | 5 tomorrow |
| f gnite | 6 See you later |
| g idk | 7 want to |
| h no prob | 8 great |
| i pls | 9 at |
| j w/ w/o | 10 Don't be late |
| k wanna | 11 please |
| l gtgb | 12 goodnight |
| m c u l8r | 13 I don't know |
| n dnbl8 | 14 I've got to go, bye! |
| o @ | 15 with / without |

2 Write these text messages between two friends in full sentences.

- A:** Wanna go 2 the cinema l8r?
B: I can't go 2day – 2 much 2 do!
A: No prob. Wanna go 2moro? Film at 12.30?
B: Gr8! Wanna meet b4 4 chocolate @ Dino's @ 11?
A: Gr8! C u tmoro. Dnbl8. Gtgb!

3 Use the texting abbreviations to write a message to another classmate. First, write your message in the box; then send a real text message or write a message on a piece of paper and give it to your classmate.

My message to

Photocopiable activity 23

Worksheet: Communication via the Internet

Aim: Learners consider safe and appropriate ways to communicate online and use the Internet; they look at appropriate vocabulary to describe online usage and complete a text with modal verbs, giving advice about safe and appropriate online behaviour.

Preparation time: 5 minutes

Completion time: 1 hour

Language focus: Modal verbs; *should*; *shouldn't*; *mustn't* (Review from Unit 6).

Vocabulary: Things we do online: *post a comment*; *upload photos*; *download apps*; *message a friend*; *click on a link*

Materials: One handout for each learner; poster paper and coloured pens.

Procedure

- Introduce the activity by asking learners how they use the Internet; use this stage to introduce some of the phrases in **Activity 1** on the handout in natural conversation, e.g. *Has anyone ever posted a comment? Do you message your friends online? Has anyone ever uploaded any photos?*
Note: This stage is also important in finding out exactly how and to what extent your learners are communicating online at the moment, then the materials on the handout can be tailored accordingly. You may feel that certain points warrant extra emphasis and need to be added to; or that some points can be touched on rather than dealt with in detail at this stage.
- Distribute one copy of the handout to each learner.
- Ask learners to do **Activity 1** in pairs. Tell them that they can use the words in the box more than once in some cases. Monitor and circulate, giving examples if learners are unsure about the meaning of some of the phrases.
- Then focus them on the title of the text in **Activity 2** and ask them to predict the points that might be mentioned; then ask them to read it quickly and highlight any phrases from **Activity 1**.
- Now focus them on the gaps showing the missing words. Tell them to read the article again and complete the points using the modal verbs in the box. Have them complete the gaps first and check with their partner.

- When you go through the answers, use this opportunity to talk about some of the points raised in the article, and relate the points to learners' personal experience of online usage, as appropriate. E.g. *What apps have members of the class downloaded? Who did they ask first? What can happen if you download apps without asking?* Use your discretion about how far to take the discussion, e.g. it might not be appropriate to ask if anyone has ever received an unkind online message, or it might be a good opportunity to have an open discussion, depending on the character of your class.
- Finally, ask learners to make posters describing good and bad online behaviour. This gives them the opportunity to tailor the information to make it most directly relevant to them and their current experience of communicating online and using the Internet. You could ask them to organise the posters in a *Dos and Don'ts* format (see example on handout) or to give further practice in modals (*You should / mustn't*, etc.) or the use of the zero or 1st conditional (*If you post a message, make sure ...*), etc.

Answers

1

1 *click on a link / a comment / photos*

2 *download photos / apps*

3 *upload photos / a comment*

4 *message a friend*

5 *post a comment / photos*

It can be a lot of fun to use the Internet and communicate online. But there are some important things that you should remember so you can communicate safely and happily.

- 1 You should remember that lots of people might read what you say online. You *mustn't* post messages that are rude or say things that might hurt someone.
- 2 Before you post a message, imagine that a member of your family or your teacher can read the message. If that makes you feel uncomfortable, then you *shouldn't* send it.
- 3 When we upload photos online, we should remember that lots of other people might see them, including people we don't know.
- 4 Before you download apps, you should ask your parents (or someone in charge) if this is okay.
- 5 When you are online, you *mustn't* click on any links or pop-ups, if you don't already know what they are.
- 6 If you see anything online or receive any messages that make you feel uncomfortable, you should tell your parents (or someone in charge) immediately.

Photocopiable activity 23

Worksheet: Communication via the Internet

1 Things we do online

Use the verbs and the words in the box to make verb phrases to describe things we do online. You can use the words more than once.

a comment a link photos apps a friend

- 1 click on ...
- 2 download ...
- 3 upload ...
- 4 message ...
- 5 post ...

2 Communicating online

Read the article. How many phrases from **Activity 1** can you find in the text?

It can be a lot of fun to use the Internet and communicate online. But there are some important things that you _____ remember so you can communicate safely and happily.

1

You _____ remember that lots of people might read what you say online. You _____ post messages that are rude or say things that might hurt someone.

2

Before you post a message, imagine that a member of your family or your teacher can read the message. If that makes you feel uncomfortable, then you _____ send it.

3

When we upload photos online, we _____ remember that lots of other people might see them, including people we don't know.

4

Before you download apps, you _____ ask your parents (or someone in charge) if this is OK.

5

When you are online, you _____ click on any links or pop-ups, if you don't already know what they are.

6

If you see anything online or receive any messages that make you feel uncomfortable, you _____ tell your parents (or someone in charge) immediately.

3 Communicating online

Complete the article with the verbs in the box.

mustn't should shouldn't

4 Make a poster to give advice to other children about good ways to use the Internet and communicate online.

Do be polite and friendly

Don't write anything that is rude or aggressive

Photocopiable activity 24

Holiday dates worksheet: *Time to have fun!*

Aim: Learners make calculations with dates within the context of holiday activities (in the form of advertisements and descriptions of different holiday scenarios).

Preparation time: 5 minutes + time to calculate answers to handout tasks

Completion time: 20 minutes

Vocabulary: Holiday activities and places: *rock-climbing, snorkelling, bungee-jumping, surfing, skiing, camping, a theme park, a wildlife park*

Materials: One **Holiday dates** handout for each learner; one small calendar for each learner, showing current and following years (see small types that are available for children's calendar-making activities).

Note: Teachers will need to calculate answers to handout tasks 1–8 before the lesson, as answers are specific to the year in which the tasks are carried out.

Procedure

- Distribute one copy of the handout and a calendar to each learner.
- Focus learners on the advertisements on the handout and elicit the text type. Look at question 1 together and do the task as a class. Ask learners to calculate the answer using their calendars. Explain that all the questions on the handout are about holiday activities and they will need to use their calendars in the same way for all the tasks.
- Ask learners to work through all the tasks in the same way. Monitor and circulate, giving support as appropriate. This activity could be presented as a competition, with a time limit) with learners working in pairs to calculate the answers.

Wrap up

- Ask learners about their plans for different holiday activities and the dates that they will take place; or talk about the days for different school events that are coming up.

Answers

Answers will depend on the year in which these activities are carried out.

Photocopiable activity 24

Holiday dates worksheet: *Time to have fun!*

Read the advertisements and write the dates or days for the activities.

Rock climbing club.

We meet on the fourth Saturday every month, February–November.
Come and join us! Visit our website for more information.

- 1 When is the next meeting? _____

Snorkelling trips

Snorkelling boat trips are available on Monday, Wednesday and Fridays for the next three months. Book early! Limited places available.

- 2 Next month is the first month for the trips. Starting next month, how many boat trips will take place all together? _____

Surfing for beginners.

Two-day surfing courses for beginners on Thursdays and Fridays, starting in July. Book your place now! Visit our website for more information.

- 3 When is the next available date for a bungee-jump? _____

Try bungee jumping!

Bungee-jumping across the Delphia Falls starts next month! Don't miss your chance! Weekend jumps have already sold out! Places available Mon–Fri.

- 4 What are the dates for the next surfing course? _____
- 5 Tom's school organises a skiing trip for Year 6 students in the second week of February every year. They go on a Monday and come back on a Saturday. What are the dates of the next trip? _____
- 6 Fatima's class are going on a school trip to a wildlife park on the second Friday of next month. What date is the trip? _____
- 7 At the wildlife park, you can usually watch a dolphin show every day. But last month it was cancelled for the last two days of the month. What day did it start again? _____
- 8 Every year, Talia's family go camping in the third week of August, from Monday to Sunday. What are the dates of their next holiday? _____

Photocopiable activity 25

Conversation cards: Talking about holidays

Aim: Learners use the prompt cards to ask and answer a range of questions about holiday experiences, using a range of tenses and structures.

Preparation time: 5 minutes

Completion time: 20–25 minutes.

Language focus: Question forms: past simple; present perfect simple; going to for future plans; 2nd conditional (review); adjectives + prepositions; *interested in*.

Vocabulary: Holiday activities and places: *rock-climbing, snorkelling, bungee-jumping, surfing, skiing, camping; a theme park, a wildlife park, a museum, an adventure playground*

Materials: One **Conversation card** for each learner; notebooks.

Procedure

- Distribute one of the four prompt cards to each learner.
- Focus learners on the task and tell them that they have to form questions to find out the information on the card, then ask their classmates until they find someone who answers *yes* to the question. Then they write the classmate's name next to the question.
- Encourage stronger learners to elaborate on their answers or to continue the conversation with a second question: e.g.,
A: *Have you ever been skiing?*
B: *Yes, I have. I went to ... last year ...*
A: *Did you enjoy it?*
B: *Yes, it was great!*
- Before interviewing their classmates, ask learners to form the questions either orally or by writing it down on the prompt card or in a notebook. Monitor and circulate, checking that questions are structured correctly and that tenses are accurate.
- When learners are ready with their questions have them mingle and ask and answer questions. If a mingling activity is impractical in your classroom, you could ask learners to asking and answering questions in groups of four at their tables, with each learner using a different prompt card.

Wrap up

- Ask learners to give feedback on the answers they received. Pick questions at random and elicit the answers learners found out, e.g. *Who would like to try bungee-jumping? Who visited somewhere interesting on holiday last year?* Ask learners which information they thought was the most interesting, surprising, etc.

Answers

Card 1

Would you like to try bungee-jumping?
Have you ever been skiing?
Did you go somewhere interesting on holiday last year?
Have you ever visited a historical place on holiday?
Would like to visit a city in another country?

Card 2

Have you ever been snorkelling?
Would you like to try snowboarding?
Did you go to a theme park last year?
Have you got a favourite museum?
Have you tried one of the activities in Lesson 1?

Card 3

Can you tell me about a special place you've visited?
Have you ever been to a wildlife park?
Would you like to try rock-climbing?
Are you going somewhere interesting on holiday this year?
Have you ever been on a camping holiday?

Card 4

Have you ever been on holiday without your parents?
Have you ever been to an adventure playground?
Which do you prefer - outdoor or indoor places?
Would you like to try surfing?
Which do you prefer - water sports or other sports?

Photocopiable activity 25

Conversation cards: Talking about holidays

Card 1

Find someone who ...

... would like to try bungee-jumping.

Would you like to try bungee-jumping?

... has been skiing.

... went somewhere interesting on holiday last year.

... has visited a historical place on holiday.

... would like to visit a city in another country.

Card 2

Find someone who ...

... has been snorkelling.

Have you ever been snorkelling?

... would like to try snowboarding.

... went to a theme park last year.

... has a favourite museum.

... has tried one of the activities in Lesson 1.

Card 3

Find someone who ...

... can tell you about a special place they've visited.

Can you tell me about a special place you've visited?

... has been to a wildlife park.

... would like to try rock-climbing.

... is going somewhere interesting on holiday this year.

... has been on a camping holiday.

Card 4

Find someone who ...

... has been on holiday without their parents.

Have you ever been on holiday without your parents?

... has been to an adventure playground.

... prefers outdoor places to indoor places.

... would like to try surfing.

... prefers water sports to other sports.

Photocopiable activity 26: Congratulations certificate for completing Stage 6 of *Cambridge Global English*

Congratulations!

You have completed Stage 6 of *Cambridge Global English*.

Name: _____

Class: _____

Teacher: _____



Word lists

Unit 10

a florist	a builder	a dentist
a fire fighter	a hairdresser	a logo
a presenter	alarm	an actor
an architect	an artist	belt
calm	car mechanic	confident
conservation group	crazy about	enthusiastic
fascinated by	fascinating	friendly
interested in	knowledgeable	pocket
police officer	reporter	sleeve
stripe	voluntary work	work experience

Unit 11

a blog	a bow	a handshake
a hug	a nod	a note
a text	aggressive	appointment
arrangement	cheerful	click on a link
dawn	download apps	escape
formal	gesture	greet
informal	make eye contact	message a friend
polite	post a comment	raise your hand
reply to	rude	send an email
sunset	upload photos	wave your hand

Unit 12

a theme park	a wildlife park	amazed by
an adventure playground	ancient	annoying
bungee-jumping	childhood	disappointment
fascinated by	fond of	interested in
marine	mixture	poisonous
rock-climbing	sad about	salty
skiing	smell	snorkelling
snowboarding	species	stone
surfing	surprised by	taste
touch	volcano	worn

