

1 It's an emergency!

Lesson 1 Reading

Pupil's Book pages 8-9

1 It's an emergency!

Lesson 1 Reading

Vocabulary
 accident ambulance cause (caused) cooker electricity
 heating million power rehearse (rehearsing) weird

1 **Work in groups. Talk about power cuts.**

- 1 What happens during a power cut?
- 2 What things do you need in a power cut?
- 3 Have you ever been in a power cut? What happened? How did you feel?

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

a the TV b a website c a newspaper

3 **1.1 Read and check. Find these features. Be a star!**

a a headline b a subheading c a paragraph d a quote

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

8 Unit 1 Read a newspaper article
WB: page 8

NEW YORK METRO

Mystery power cuts hit millions

Mystery power cuts stop thousands of traffic lights and hit millions of homes. Why does this happen? The answer can sometimes be really weird ...

New York City in darkness

From our reporters around the world

1 A mystery power cut hit all of Kenya yesterday.
 At 11.30 yesterday, there was no electricity. 4,700,000 homes had no heating and no food. The power cut happened while students at a local school were rehearsing for a school concert. 'I was singing when suddenly all the lights went out,' said 11-year-old Joseph. 'It was so weird.'

2 A power cut hit thousands of houses in Nagano, Japan.
 Across the country, people were making lunch. 'I was cooking soup when the power went off,' said Ema Sato. 'My cooker is electric, so it stopped working. We had to eat biscuits for lunch!' 25,000 traffic lights stopped working. 'The traffic lights went out when we were walking across the road,' said Miki Suzuki. 'And there was a car accident. An ambulance came but it didn't have to take people to hospital. They're OK.'

3 What caused the power cut in New York?
 Thirteen million people had no electricity for 13 hours. 12-year-old Aimie Sendak was travelling home. 'My train was leaving the station when the lights went out,' she said. 'The train went dark, a woman shouted and the train stopped - in the dark! It was really scary.'

4 A power cut caused a big problem at Kahului Airport in Maui, Hawaii.
 There was no electricity, so people couldn't get off their planes. The problem lasted a few hours.

5 What caused all these power cuts?
 Was it the weather? The answer is unusual - animals caused them!

- In Kenya, a little monkey jumped onto a power station at Gitaru, and fell into the machines. The monkey was OK, but the power cut lasted for four hours.
- Pigeons made a nest at a power station in Nagano and cut the power.
- A squirrel caused the power cut in New York. Squirrels cause the most power cuts in the USA - over a thousand across the country, every year!
- And the power cut in Hawaii? It happened because of a chicken!

'The train went dark, a woman shouted and the train stopped - in the dark! It was really scary.'

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

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

Vocabulary: accident, ambulance, cause (caused), cooker, electricity, heating, million, power, rehearse (rehearsing), weird

Resources: Vocabulary 1 worksheet

Warm-up: 1, 2, 3 unscramble!

- Play 1, 2, 3, unscramble! (see Games bank, pages 14-17) with these sentences from the Welcome unit: *My favourite subject at school is English. I make models of castles and spaceships. I do karate after school and I play tennis at weekends. I live with my parents and my sister.*

1 Work in groups. Talk about power cuts.

- Write *Power cuts* on the board. Say *Power makes machines work. A power cut is when the power stops.*
- Tell the children to look at the questions in Activity 1. Ask volunteers to read them out. Have the children raise their hands to answer. Ask for class agreement

to encourage class participation, e.g. *Do you agree with ...? What do you think? Hands up if you agree.*

★ Teaching star!

Prediction skills

- Tell children that they can often predict what they are going to read about by looking at the photos or illustrations in a text.
- For Activity 2: Refer the children to the images on Pupil's Book pages 8-9. Ask *What does the background map show? (map of the world) What are the photos of? (Cities of different countries) Do you think the text may be about these cities? (yes)*

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

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

Answer: c

3  1.1 Read and check.
Find these features.

Be a star!

- Read the features out and explain the words if necessary. Say *A headline is the main title. A subheading is a smaller title. A paragraph is a series of sentences relating to a specific point or topic. A quote is what somebody said.*
- The children read the article and find the newspaper features. Tell them to underline them in the text.
- Play the audio if the children need additional support.

Answers: **a** MYSTERY POWER CUTS HIT MILLIONS
b Mystery power cuts stop thousands of traffic lights and hit millions of homes. Why does this happen? The answer can sometimes be really weird ... **c** At 11.30 yesterday, there was no electricity. 4,700,000 homes had no heating and no food. **d** 'The train went dark, a woman shouted and the train stopped - in the dark! It was really scary!'

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

- Children scan the text to find the words in the vocabulary box.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold. Ask them to check their answers in the dictionary on page 154 of the Pupil's Book.

Cooler: Quick memory game

- Play *Quick memory game* (see Games bank, pages 14-17) with the words from the vocabulary box.

1 Read and match the words to the correct definitions.

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

2  1.1 Listen and circle the correct words.

Audioscript

Girl: Hi Alex! Were you at home when there was a power cut last night? I was cooking my favourite dinner!

Boy: No, I wasn't, Zoe - I was at school.

Girl: They said on the news that over a million people didn't have electricity! I wonder what caused it. So, what were you doing?

Boy: I was practising with the school band. We had to rehearse for the concert on Friday.

Girl: Oh no! What did you do?

Boy: Well, we sat in the dark for half an hour waiting - the teacher didn't know what to say. I thought it was weird but it was fun, too. When the power didn't come back on, she said we should call our parents to pick us up.

Girl: Oh, that was good.

Boy: No, not really. There was an accident on the road from my house to the school, so my mum didn't arrive until an hour later. It was freezing in the school because there was no heating.

Girl: Poor you! I heard about the accident - I saw the ambulance go past my house. So, what time did you get home?

Boy: At about eight o'clock and I couldn't have my dinner because the cooker wasn't working!

Answers: 1 power 2 million 3 rehearsing with the school band 4 weird 5 heating 6 an ambulance

3 Complete the sentences with the correct form of the words from Activity 1.

Answers: 1 electricity 2 cooker 3 caused 4 accident 5 million 6 weird


Workbook page 8

1 It's an emergency!


Lesson 1 Vocabulary

1 Read and match the words to the correct definitions.

1 Another word for electricity.	a ambulance
2 A large machine that you use to cook food.	b million
3 To practise something before you perform it in front of people.	c cause
4 The word for 1,000,000 - one thousand times one thousand.	d accident
5 A form of transport that takes people to hospital.	e power
6 You use this to make a building warm.	f rehearse
7 A source of energy that we use for lights and many machines.	g weird
8 Something bad that happens that often hurts you.	h cooker
9 To make something happen.	i heating
10 Different and strange.	j electricity

2  1.1 Listen and circle the correct words.

- Zoe didn't have any **power** / heating last night.
- Over a **hundred** / million people didn't have electricity.
- Alex was **cooking his dinner** / rehearsing with the school band.
- Alex thought the **power cut** was **weird** / scary.
- It was cold at school because there was no **electricity** / heating.
- Zoe saw the accident / **an ambulance**.



3 Complete the sentences with the correct form of the words from Activity 1.

- There was no electricity for thirteen hours during the power cut.
- We couldn't use the cooker to make dinner last night.
- A monkey, pigeons and a squirrel caused the power cuts.
- I saw a car accident at the traffic lights, but no one was hurt.
- The newspaper said that over a million people lost electricity last night.
- We heard a weird sound like a 'pop' before the lights went out.

8 Unit 1

Answers: 1 Kenya 2 New York
3 Hawaii 4 Japan
5 top left: 3 top center: 1 top right: 2 bottom left: 4

Lesson 2 Reading comprehension

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

- Where was the power cut that stopped the heating in 4,700,000 homes? Kenya
- Where was the power cut that stopped a train in the dark? _____
- Where was the power cut that stopped people getting off planes? _____
- Where was the power cut that caused 25,000 traffic lights to stop working? _____
- Show where the power cuts happened on the map on page 8. Write the correct paragraph numbers.

2 Who do you think said these things? Match the quotes to the correct paragraphs. **Be a star!**

- 'Everything's OK. Sing it again, please.'
- 'There is a problem with the electricity. We need to stay in the plane a little longer.'
- 'Please don't worry. The train will start again soon.'
- 'Sorry, there's a power cut. We're having biscuits for lunch!'

3 Work in pairs. Discuss which situation is more dangerous. Why?

a Traffic lights stop working. b Trains stop working.

Learning to learn

Understanding large numbers

Newspaper articles and other information texts often include large numbers to describe things. Do you know how to read them? Look at the numbers and match them to how you say them.

1 700	a six hundred and fifty
2 4,700,000	b twenty-five thousand
3 650	c seven hundred
4 25,000	d thirteen million
5 13,000,000	e four million seven hundred thousand

Look at the numbers and write how to say them.

1 325,000	_____
2 9,000,000	_____
3 525	_____
4 850	_____

10 Unit 1 Reading skill: understand facts and details Learning to learn: understanding large numbers WB: page 9

2 **Who do you think said these things? Match the quotes to the correct paragraphs.** **Be a star!**

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

Answers: 1 1 2 4 3 3 4 2

3 **Work in pairs. Discuss which situation is more dangerous. Why?**

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

Learning to learn

Understanding large numbers

- Read out the first matching example in the *Learning to learn* box (700 = seven hundred). Ask children if they know how to read large numbers. Explain to them that when they are reading a large number, they begin at the left with the largest group, and proceed to the right.
- Go through items 2 and 3 with the children and elicit answers. The children continue the activity individually.
- Check answers with the class.

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

Look at the numbers and write how to say them.

- Read out the first number. Ask children if they know how to write out 325,000. Explain to them that when they are writing a large number, they also begin at the left with the largest group, and proceed to the right.
- Write the written answer on the board and go over it in more detail with the children, explaining how the numbers are separated into groups (ones, tens, hundreds, thousands, etc.)
- The children continue the activity individually.
- Check answers with the class.

Answers: 1 c 2 e 3 a 4 b 5 d
1 three hundred twenty-five thousand 2 nine million
3 five hundred twenty-five 4 eight hundred and fifty

Learning objectives: Reading skill: understand facts and details; Learning to learn: understanding large numbers

Warm-up: Word completion

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

 cc d nt, mb l nc , c s , c k r,
 l ctr c ty, h t ng, m ll n, p w r, r h
 rs , w rd
(accident, ambulance, cause, cooker, electricity, heating, million, power, rehearse, weird)

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

- The children read the questions. Clarify meaning.
- Have the children read the text on page 9 again and find the answers to the questions. Tell them that they do not have to understand every word of the text to answer the questions.
- The children check their answers in pairs.
- Check answers as a class.

Extension

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

Suggested answers: The lights went out. Candles light the room. My phone doesn't work. I have a lot of work. The child jumped with delight. The horse fell at the first jump.

Cooler: Word association

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

ESDC



How do people and animals affect each other in the same habitat?

Introduce the children to Sustainable Development Goal 15: *Life on land*. Ask: *How do people and animals affect each other in the same habitat?* This question helps the children connect how human and animal behaviours can affect each other.

- Direct the children's attention back to page 9 in their Pupil's Book. Have the children recall that animals caused the power cuts described in the text. Ask if they were surprised to learn that even a small animal's actions can affect entire cities this way. Then have the children discuss what actions human do that affect the lives of animals, and where they live.

Possible answers: People can cause pollution that destroys animal habitats like lakes and rivers, and they can cut down trees where animals have lived for hundreds of years. While we can't make animals stop doing things that can affect humans, we can do a lot to avoid disturbing the places where animals live and find food.

Lesson 2 Reading comprehension

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

- | | | | |
|---|--|--|-------------------------------------|
| 1 | Ema had biscuits for lunch because ... | a a her cooker wasn't working. | <input checked="" type="checkbox"/> |
| | | b she didn't like soup. | <input type="checkbox"/> |
| 2 | An ambulance came because ... | a people were walking across the road. | <input type="checkbox"/> |
| | | b there was a car accident. | <input type="checkbox"/> |
| 3 | The power cut in Japan happened because ... | a pigeons made a nest. | <input type="checkbox"/> |
| | | b a squirrel cut the electricity. | <input type="checkbox"/> |
| 4 | Joseph was singing when the power cut happened because ... | a the lights went out. | <input type="checkbox"/> |
| | | b he was rehearsing for a concert. | <input type="checkbox"/> |
| 5 | A woman shouted because ... | a the train went dark and stopped. | <input type="checkbox"/> |
| | | b she saw an ambulance. | <input type="checkbox"/> |

2 Who thought this during the power cut?

Aimie Ema Joseph Miki

- | | | |
|---|---|------------|
| 1 | It was really scary. | _____ Miki |
| 2 | We're having something different for lunch. | _____ |
| 3 | It was so weird. | _____ |
| 4 | The people who had the accident are OK now. | _____ |



Learning to learn

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

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

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

- | | | | | | | | |
|---|-----------|---|-------|---|-------|---|-------|
| 1 | rehearsal | 2 | _____ | 3 | _____ | 4 | _____ |
|---|-----------|---|-------|---|-------|---|-------|

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

- | | |
|---|-------|
| 1 | _____ |
| 2 | _____ |

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

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

2 Who thought this during the power cut?

Answers: 1 Aimie 2 Ema 3 Joseph 4 Miki

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

Answers: ✓ by: 1, 3, 5, 6, 7, 10

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

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

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

Answers: Children's own answers.

Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Past continuous with past simple

past continuous past simple

He **was feeding** the elephant **when** it **escaped**.

past continuous past simple

He **wasn't watching** when it **ran away**.

2 Complete the sentences with the correct words in the box.

did / **was doing** went / was going had / was having watched / was watching
made / was making lost / was losing went / were going

1 I **was doing** my homework last night when I **was** all my work. It was a power cut! My brother **was watching** TV when all the lights **went out**. My dad **was having** dinner when the electricity **wasn't working** off. My mum **was taking** a shower when the water **wasn't running** cold. It wasn't a good evening!

3 Work in pairs. Start and finish sentences. (Be a star!)

- A Look at page 144. B Look at page 146.
- A Choose a puzzle piece. Use the words to start a sentence using the past simple or past continuous.
- B Finish your partner's sentence. Then choose a puzzle piece and start a new sentence for your partner to finish.

I was rehearsing for a concert ...

... when the lights went out. When the cooker stopped working ...

Go to Grammar booster: page 134. Unit 1 Talk about interrupted past actions with when WB: page 10 11

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

He was feeding the elephant

it escaped

- Tell the children to look at page 9 and to find sentences in paragraphs 1, 2 and 3 with this grammar structure. (*I was singing when suddenly all the lights went out. I was cooking soup when the power went off. My train was leaving the station when the lights went out.*)
- Have the children look back at the reading texts on pages 8–9 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

Learning objectives: Talk about interrupted past actions with *when*

Grammar: Past continuous with past simple

Review vocabulary: emergencies

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: True or false?

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

1 Look and read.

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

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

Teaching star!

Personalisation

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

2 Complete the sentences with the correct words in the box.

- The children read the paragraph and write the correct words from the box in the gaps. Elicit that we use the past continuous for the longer action and the past simple for the action that interrupts it. The past simple comes after *when*.
- Have the children do the activity individually. Then have volunteers read out a sentence each.

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

3 Work in pairs. Start and finish sentences.

Be a star! 

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 146.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. Explain that one student starts a sentence and the other student finishes the sentence, each using the words on their puzzle pieces.
- Allow time for the children to take turns starting and finishing sentences using the past continuous with the past simple.

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 You were visiting your grandpa when I saw you last weekend. 2 She was watching TV when the electricity went out. 3 They were waiting outside when the ambulance came. 4 I was rehearsing for a concert when my phone rang. 5 We were running in the park when it started raining.

Cooler: Sentence finishing

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

Lesson 3 Grammar

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

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

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

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



3 What happened after school? Write sentences with *when*.

- go home / see an accident
I was going home when I saw an accident.
- phone police / ambulance arrive

- open door / lights come back on

- watch TV / power go off again

- wash the dishes / water go cold

10 Unit 1 Go to Vocabulary and grammar reference page 118

Grammar reference:

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

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

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

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

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

3 What happened after school? Write sentences with *when*.


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

Lesson 4 Language in use

Pupil's Book page 12

Lesson 4 Language in use

1 1.2 Listen and say.



Vocabulary
 alarm emergency experiment
 fire drill fire engine smoke

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

Look! past continuous + **when** + past simple
 past simple + **while** + past continuous

2 Complete the text with *when* or *while*.

There was a real emergency at school today! The fire alarm rang ¹ while I was doing a science experiment. Joe was painting ² _____ he heard it. Mr Carter took all our names ³ _____ we were standing outside. Suddenly, some students ran out of the building. They were rehearsing for a concert ⁴ _____ the alarm rang and they didn't hear it! A boy fell over ⁵ _____ he was running out of the building, but he wasn't hurt. Then a fire engine arrived. Three firefighters ran inside ⁶ _____ we were waiting in the playground. And then we saw the smoke!

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

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

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

12 Unit 1 Ask and answer questions about interrupted past activities
 WB: page 11 Go to Grammar booster: page 134.

Vocabulary

- Read out an example sentence for each word (see Pupil's Book, page 154). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 154.
- Then use the dictionary to give definitions in the following order to elicit the words: *emergency, experiment, smoke, fire drill, alarm, fire engine*.

1 1.2 Listen and say.

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

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

Learning objectives: Ask and answer questions about interrupted past activities

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

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

Resources: Language in use video; Grammar 2 worksheet

Warm-up: What were you doing?

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

2 Complete the text with *when* or *while*.

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

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

3 Match the actions to the activities. Then make a new dialogue.

Be a star!

- Point to the coloured words. Elicit that purple is for actions and orange for activities.
- Children find and identify the actions and activities in the dialogue in Activity 1.

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

Grammar booster

Ask the children to turn to page 134 of their Pupil's Book to complete Activities 2 and 3. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 when 2 while 3 when 4 when
5 while; 3 1 b 2 a 3 b 4 b 5 a 6 a

Teaching star!

Pairwork

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

Cooler: Answer my questions

- Ask the children questions about interrupted past activities: *What were you doing when I walked into the classroom? What were you wearing when you went out yesterday?*

Workbook page 11

Lesson 4 Language in use

1 Match to make sentences.

- | | |
|-----------------------------------|---|
| 1 There was a fire drill while we | a realised it was an emergency. |
| 2 We were singing | b the fire started. |
| 3 We were walking outside when we | c we were waiting in the playground. |
| 4 I saw smoke outside | d were rehearsing for a concert. |
| 5 I was measuring liquids when | e while I was doing a science experiment. |
| 6 The fire engine arrived while | f when we heard the alarm. |

2 1.2 Listen and complete the sentences.

- Eliza was doing gymnastics when the fire alarm went off.
- Nina _____ for a concert when there _____.
- Sally _____ in the library when the ambulance _____.
- They _____ on the sports field when the accident _____.
- They _____ in the car park when the _____.
- The girl _____ Mrs Rogers while she _____.

3 Complete the questions. Then write answers using your own ideas.

- What were you doing (you / do) when the fire alarm rang (ring)?

- What _____ (your friends / play) when you _____ (arrive) at the park?

- What music _____ (you / listen) to when your mum _____ (come) home?

- What _____ (your friend / do) when you _____ (phone)?

- What _____ (you / write) when the computer _____ (stop) working?

Unit 1 Go to Vocabulary and grammar reference page 118 11

Grammar reference:

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

1 Match to make sentences.

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

2 1.2 Listen and complete the sentences.

Audioscript

- Boy:** *What were you doing when the fire alarm went off, Eliza?*
Girl: *I was doing gymnastics in the sports hall.*
- Boy:** *Were you rehearsing for the concert when there was a power cut, Nina?*
Girl: *No, I wasn't. I was having a cooking lesson in the school kitchen.*
- Girl:** *What was Sally doing when the ambulance arrived?*
Boy: *She was reading a book in the library.*
- Girl:** *Where were you when the accident happened?*
Boy: *We were playing football on the sports field.*
- Boy:** *What were you doing when the fire engine arrived?*
Girl: *We were waiting in the car park.*
- Boy:** *Did you see Mrs Rogers while you were waiting?*
Girl: *No, I didn't! I don't know where she was!*

Answers: 1 was doing / went off 2 wasn't rehearsing / was a power cut 3 was reading a book / arrived 4 were playing football / happened 5 were waiting / fire engine arrived 6 didn't see / was waiting

3 Complete the questions. Then write answers for you.

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

Lesson 5 Listening

Pupil's Book page 13

Lesson 5 Listening

Vocabulary
lifeboat life jacket rescue boat

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

a at sea b at school c in space

1

2

3

2 1.3 Listen and check your answers. **Be a star!**

3 1.3 Listen again. Answer the questions for each dialogue.

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

4 1.3 Answer the questions. Then listen again and check.

1 a How many fire engines are there?
b Why aren't there any school dinners today?
c How do you think the firefighter feels now? Why?

2 a What can the astronaut see?
b Why does she need a torch?
c How do you think she feels now? Why?

3 a Where are they going?
b How many people are on the boat?
c How do you think the captain feels now? Why?

5 Work in pairs. Discuss the questions.

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

What can you do to help in an emergency?

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

Learning objectives: Understand context from audio clues

Vocabulary: lifeboat, life jacket, rescue boat

Review vocabulary: emergencies

Warm-up: What's the word?

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

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book dictionary, page 154). Elicit a definition for the words.
- The children check the definitions in the dictionary.

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

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

Answers: 1 b 2 c 3 a

2 1.3 Listen and check your answers.

Be a star!

- Play the audio. Children listen and check their answers.

Audioscript

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

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

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

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

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

B: Do you need more fire engines?

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

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

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

B: OK. Are there any other problems?

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

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

Ground control (GC): What can you see?

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

(GC): Is your helmet working?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Coastguard: How many people are there? Over.

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

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

Captain: Thank you! Out.

3 **1.3 Listen again. Answer the questions for each dialogue.**

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

Answers: 1: 1 There was a fire in the school kitchen.
2 No. The fire is out.; **2: 1** The astronaut's torch is floating away and it's dark. **2** Yes. She needs advice.;
3: 1 The boat's engine is on fire. **2** Yes. They need the rescue boat to rescue them.

4 **1.3 Answer the questions. Then listen again and check.**

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

5 **Work in pairs. Discuss the questions.**

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

ESDC

What can you do to help in an emergency?

This question helps the children understand how they can take positive action in their community.

- In L1, ask the children to recall what they've learnt about emergencies and how people can help each other. Emphasise constructive action during and after emergencies. If your school has an emergency plan in place, you may wish to share relevant information. Write ideas on the board. Affirm all constructive responses.

Possible answers: Call the emergency services, stay away from dangerous areas, follow instructions, stay with people who need help if it's safe to do so.

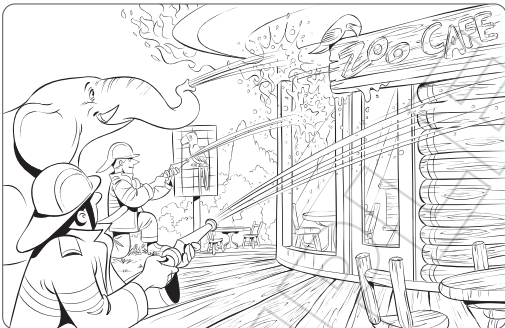
Cooler: Choose a job

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

Workbook pages 12-13

Lesson 5 Exam practice

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



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

On Saturday night there was an emergency at the city zoo. A fire started in the zoo's café. A neighbour phoned the fire brigade at 12 o'clock when the fire ¹ rang. After ten minutes a ² arrived. The animals were making strange noises when the firefighters went into the zoo. It was very dark because there wasn't any ³. The firefighters were carrying torches. They tried to stop the fire and the thick black ⁴. They took water from the small lake in front of the café. Suddenly an elephant appeared. It started to take water from the lake with its trunk and helped the firefighters. Doug Miller, a firefighter, said, 'It was amazing. The elephant started to help us while we were working. It's a hero!' At 12.30, Fire Officer Mackenzie reported, 'The fire is out now. The kitchen is a mess, but all the animals are ⁵. And we had a little help from an animal friend!'

Now choose the best name for the story. Tick one box.

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

Lesson 6 Working with words

- 1** Complete the table.

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

- 2** Complete the text using the correct form of the adjectives.

<http://www.myblog.com>

I was on a boat trip when suddenly the engine stopped. I was ¹ surprised (surprise) but everything seemed to be OK. We were out at sea and it was ² (excite). But after a few minutes I felt a bit ³ (worry) that there was a problem. Suddenly, someone screamed. It was ⁴ (terrify). The children in the boat were ⁵ (frighten) and started to cry. Then the captain said, 'Get into the lifeboat, please.' His face was red and he looked very ⁶ (embarrass). The rescue boat arrived and after 20 minutes we were back on land!

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

This activity helps the children prepare for Part 3 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

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

Lesson 6 Writing / Working with words

Pupil's Book pages 14-15

Lesson 6 Writing

1 Look at the newspaper article on page 9 again. Find paragraph 2 and answer the questions.

- What are the actual words that Miki said (direct speech)?
- How can you recognise direct speech?
- Why does the reporter use direct speech? Tick (✓) the best descriptions.

a) It's accurate.	<input type="checkbox"/>	d) It shows how people feel.	<input type="checkbox"/>
b) It's dramatic and exciting.	<input type="checkbox"/>	e) It's short.	<input type="checkbox"/>
c) It's clear.	<input type="checkbox"/>		

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

- What were you doing when the lights went out?
- What happened?
- Where do you live?
- What did you do?
- Who helped during the emergency?
- What's your name?
- What did firefighter Joe Black say?
- How did you feel?

Introduction
(Who? Where? What was he doing?)

- Mark Kapinski
- Brooklyn, New York
- walking home from football practice / lights went out

Main body
(What happened? How did he feel?)

- went completely dark / couldn't see or hear anything
- sat down on a bench to look at the stars
- not frightened, excited / beautiful night, lots of stars

Conclusion
(How did it end? What did people say?)

- police and firefighters worked through night
- power cut lasted thirteen hours / there were no accidents

3 Work in pairs. Write a newspaper article about the interview. Remember to ... **Be a star!**

- give your article a headline.
- organise your article into an introduction, main body and conclusion.
- use direct speech.

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

Increase your vocabulary by adding *-ing* and *-ed* to some verbs to make adjectives. *-ing* is for things that cause the feeling. The fire was terrifying. *-ed* is for people and how they feel: I was terrified!

Underline the correct words.

I was surprised / surprising when the train stopped in the tunnel. At first, it was excited / exciting, but after a few minutes I felt a bit worried / worrying. Suddenly, someone screamed. It was terrified / terrifying. 'What's happened?' I shouted. 'Don't worry,' a woman explained. 'My little boy was frightened / frightening and he touched my face.'

- Elicit what information should be included in the main body. Children refer to the notes in Activity 2 and provide example sentences. Write them on the board to build up the paragraph.
- Follow the same procedure with the conclusion. Children copy the article into their notebooks.
- Elicit from the class the best headline.

Suggested answer; A starry power cut

A power cut hit New York last night. Mark Kapinski, from Brooklyn, New York, was walking home from football practice when all the lights went out. 'It went completely dark, I couldn't see or hear anything,' said Mark. 'I sat down on a bench to look at the stars. I wasn't frightened at all, I was really excited. It was a beautiful night and there were lots of stars in the sky.' Police officers and firefighters worked through the night to solve the problem. Police officer Kate Bennett said, 'The power cut lasted four hours, but luckily there were no accidents.'

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

Resources: Working with words worksheet

1 Look at the newspaper article on page 9 again. Find paragraph 2 and answer the questions.

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

Answers: 1 'The traffic lights went out when we were walking across the road. And there was a car accident. An ambulance came but it didn't have to take people to hospital. They're OK.' **2** The text is in speech marks.

3 a, b, d

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

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

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

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

Be a star!

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

Working with words

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

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

Underline the correct words.

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

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

Now choose the best name for the story. Tick one box.

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


Lesson 6 Working with words

1 Complete the table.

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

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

I was on a boat trip when suddenly the engine stopped. I was 1 **surprised** (surprise) but everything seemed to be OK. We were out at sea and it was 2 **exciting** (excite). But after a few minutes I felt a bit 3 **worried** (worry) that there was a problem. Suddenly, someone screamed. It was 4 **terrifying** (terrify). The children in the boat were 5 **frightened** (frighten) and started to cry. Then the captain said, 'Get into the lifeboat, please.' His face was red and he looked very 6 **embarrassed** (embarrass). The rescue boat arrived and after 20 minutes we were back on land!



Unit 1 13

1 Complete the table.

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


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

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

Lesson 6 Writing

Prepare to write

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



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

- The weather changed suddenly while they were sailing towards an island. M
- A family is safe after a sailing accident yesterday. C
- Suddenly the boat hit a large rock and started to sink. M
- An emergency helicopter rescued them from the island. C
- 'They were lucky the accident happened near the island,' said the helicopter pilot. M
- Jack Robson and his parents were in a boat trip when an accident happened. I

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

Introduction: Who? Where? What were they doing?

Main body: What happened? How did they feel?

Unit 1 14

Prepare to write

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

- If done in class, elicit what children can see in each picture.

- Children work in pairs to decide what order the pictures go in to tell a story.

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

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

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

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

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

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

Answers: Children's own answers.

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

Ready to write

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

New York Metro

5 Read and check what you wrote in Activity 4. Tick (✓).

Is the structure correct: headline, introduction, main body and conclusion? Did I include direct speech?

Is the information clear? Is the punctuation correct?

Did I use past tense verbs correctly?

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

Unit 1 15

Ready to write

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

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

5 Read and check what you wrote in Activity 4. Tick (✓).

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





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

- The children write a final version in their notebook.

Lesson 7 Speaking

Vocabulary
 explain whisper

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

2 1.4 Match the sentences to the pictures. Then listen and check.

'I'm frightened. Our boat is sinking.'

'Look! It's the rescue boat!'

1 'There's smoke coming from the engine.'


'Everyone, put on a lifejacket please!'

3 1.4 Listen again. Match the sentences in Activity 2 to the ways of speaking.

a shout _____ b whisper _____ c scream _____ d explain 1

4 Work in pairs. Practise saying the sentences in Activity 2. Think about how you feel and speak.

5 1.5 Listen to the reporter's questions. Choose the best answer. Number in order.



Yes, I was really worried.

I'm a bit cold and tired.

I was terrified.

1

I was surprised and excited.

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

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

Teacher: I can get life jackets for the children.

16 Unit 1 Express feelings when speaking WB: page 16

Learning objectives: Express feelings when speaking

Vocabulary: explain, whisper

Resources: Vocabulary 2 worksheet

Warm-up: -ed or -ing

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

Vocabulary

- Refer children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 154). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 154.

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

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

2 1.4 Match the sentences to the pictures. Then listen and check.

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

Answers: 3 'I'm frightened. Our boat is sinking.'

4 'Look! It's the rescue boat!' 1 'There's smoke coming from the engine.' 2 'Everyone, put on a lifejacket, please!'

3 1.4 Listen again. Match the sentences in Activity 2 to the ways of speaking.

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

Answers: a 2 b 3 c 4 d 1

4 Work in pairs. Practise saying the sentences in Activity 2. Think about how you feel and speak.

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

Teaching star!

Group work

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

5 1.5 Listen to the reporter's questions. Choose the best answer. Number in order.

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

Audioscript

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

Tell me, how did you feel at first?

Were you worried when you saw the smoke?

How did you feel when you saw the rescue boat?

How do you feel now?

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

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

Be a star!

- Divide the class into groups of four or five. Have the children choose a role each (the children, their teacher and the captain).

- Read out the sentences in Activity 2 and have the children repeat them in the right tone.
- Have two volunteers read out the words of the captain and the teacher.
- Have the groups work together and act out the emergency. Monitor and help.

Cooler: Mime game

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

Man: Well, first of all – what's your name?

Boy: My name's William Gold. That's W-I - double -L - I -A -M

Can you see the answer? Now you listen and write.

Man: So which trip did you go on? Was it the one that left at eleven o'clock?

Boy: No, it wasn't. We left at half past eleven. Everything was great on the way to the island – we were excited to see lots of birds and animals.

Man: That's good! Where were you when the engine stopped?

Boy: Hmm – we were out at sea, but I could see the beach with the little beach huts on it.

Man: OK, so near the beach ... and what was the weather like?

Boy: While we were sailing the weather was sunny but cold, and the water was calm. So, I was surprised when the boat stopped. What's happened? I shouted!

Man: Were you frightened?

Boy: I was a bit worried, but I wasn't terrified. The captain was amazing and he explained everything. He asked for help on his radio and a few minutes later the lifeboat arrived.

Man: Right – so you didn't have to wait a long time for the lifeboat?

Boy: No, we didn't ... about fifteen minutes. I was really happy to see the boat, because we were tired and ready to come home!

Man: Excellent – I think that's everything, thank you.

Workbook page 16

Lesson 7 Functional language

1 **CE:YL** 1.3 Listen and write. There is one example.

Ben's Boat Trips: Accident report

Name: William Gold

1 Time of trip: _____

2 Where did it happen?: _____ the beach

3 Weather: sunny but _____

4 Information about how William felt: he was a bit _____

5 Length of wait for lifeboat: about _____ minutes

2 **1.3** Complete the sentences. Then listen again and check.

amazing excited frightened shouted terrified worried

1 We were excited to see lots of birds and animals.

2 I was surprised when the boat stopped. I _____!

3 Were you _____?

4 I was a bit _____, but I wasn't _____.

5 The captain was _____ and he explained everything.

Check-up challenge

1 Complete the puzzle.

Across

3 A small boat for emergencies.

5 You see this when there is a fire.

6 To talk very, very quietly.

7 Feeling really scared.

8 Televisions need this to work.

Down

1 You hear this in a fire drill.

2 This takes people to hospital.

4 You can do this in a science lesson.

16 Unit 1 A2 Flyers: Listening Part 2

1 **CE:YL** 1.3 Listen and write. There is one example.

Audioscript

Man: Good morning. I'm from the boat company – can I ask you about what happened on your trip today?

Boy: Sure! What do you want to know?

Answers: 1 11.30/half past eleven 2 near 3 cold
4 worried 5 fifteen/15

2 **1.3** Complete the sentences. Then listen again and check.

Answers: 1 excited 2 shouted 3 frightened
4 worried, terrified 5 amazing



Lesson 8 Think about it! Plan a rescue

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

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

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

3 **1.6 Listen and check your ideas. Take notes about the rescue plans.**

	Positive	Negative
1 climbing team	<u>can walk all the way</u>	_____
2 ambulance	_____	_____
3 motorbike	_____	_____
4 helicopter	_____	_____

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

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

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

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

Resources: Unit 1 test

Warm-up: Call out for help

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

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

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

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

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

- Refer children to the picture. Ask *What can you see? Does it look easy to travel there? (no) What problems can you see? (it's a long way to the mountain, roads*

are not good, there's a tree trunk blocking the motorbike path, no people) Where do you think Mike Dobbs is?

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

3 **1.6 Listen and check your ideas. Take notes about the rescue plans.**

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

Audioscript

- The climbing team can walk all the way to Misty Mountain. But it will take three hours to get there, so we won't arrive until seven o'clock.*
- We can send an ambulance. It will arrive very quickly, but it can't cross the river so the doctor won't be able to get to Mr Dobbs.*
- We can send a motorbike. It can follow the path and then cross the river at the bridge. But it's very difficult to get up the mountain because there is a tree across the path.*
- We can send a helicopter. It will get to the mountain in ten minutes, but it can't land on the mountain in the dark. The sun doesn't come up until eight o'clock in the morning.*

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

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

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

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

Cooler: How many words?

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

Workbook pages 16–17

Lesson 7 Functional language

1 Listen and write. There is one example.

Ben's Boat Trips: Accident report

Name: William Gold

- 1 Time of trip: _____
- 2 Where did it happen?: _____ the beach
- 3 Weather: sunny but _____
- 4 Information about how William felt: he was a bit _____
- 5 Length of wait for lifeboat: about _____ minutes



2 Complete the sentences. Then listen again and check.

amazing excited frightened shouted terrified worried

- 1 We were excited to see lots of birds and animals.
- 2 I was surprised when the boat stopped. I _____!
- 3 Were you _____?
- 4 I was a bit _____, but I wasn't _____.
- 5 The captain was _____ and he explained everything.

Check-up challenge

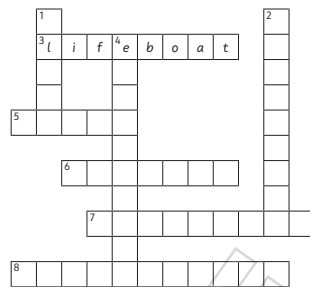
1 Complete the puzzle.

Across

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

Down

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



2 Complete with the correct form of the verbs.

I saw a bad traffic accident yesterday while I ¹ was going (go) to school. I ² _____ (walk) along the High Street when I ³ _____ (hear) a loud noise. Then someone said, 'That car crashed into a bus while it ⁴ _____ (turn) the corner!' It was a real emergency. People ⁵ _____ (get) off the bus quickly when a fire engine ⁶ _____ (arrive). The firefighters stopped the fire in a few minutes and everyone was safe. An ambulance ⁷ _____ (come) while they ⁸ _____ (fight) the fire. It took two people to hospital. A reporter came to write about it. 'What ⁹ _____ you _____ (do) when the accident happened?' she asked me. 'I ¹⁰ _____ (wait) to cross the road,' I answered.

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

- 1 I / have / English lesson // fire alarm / ring
I was having an English lesson when the fire alarm rang.
- 2 electricity / go off // I / work / in / library

- 3 I / make dinner // fire / start

- 4 I / fall over // I / play / outside

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



What I can do!

Put a tick (✓) or a cross (×).

- | | | | |
|---|--------------------------|--------------------------------------|--------------------------|
| understand facts in a newspaper article | <input type="checkbox"/> | use adjectives with -ing and -ed | <input type="checkbox"/> |
| talk about interrupted past activities | <input type="checkbox"/> | write a newspaper article from notes | <input type="checkbox"/> |
| talk about emergency situations | <input type="checkbox"/> | identify and express feelings | <input type="checkbox"/> |

In this unit, my favourite activity is: _____

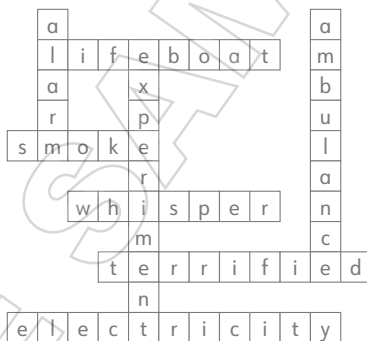
Something I did well: _____

Something I could improve: _____

Check-up challenge

1 Complete the puzzle.

Answers: 3 lifeboat 5 smoke 6 whisper
7 terrified 8 electricity; 1 alarm 2 ambulance
4 experiment



2 Complete with the correct form of the verbs.

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

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

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

Reading time 1

1 1.7 Read the story on pages 18-20. Who are the main characters? What does the title *The trick* mean?

The TRICK

Musa and Hakan lived next door to each other in a small village. They were good friends, but there was one problem. Money was very important to Hakan and, unfortunately, it was sometimes more important than his friends.

One day, Hakan noticed that his horse, Atik, wasn't well. 'I think we should sell Atik,' he told his wife, Pinar. 'He isn't strong and healthy anymore.'

Pinar was surprised. 'Sell a sick horse?' she said. 'That isn't honest. And who will buy a sick animal, anyway?'

'Well,' said Hakan, 'I don't know if Atik is sick, but he used to be stronger. Musa needs to travel to the city soon and he hasn't got a horse.'

'But Musa is your friend,' said Pinar angrily. 'You shouldn't sell an unhealthy horse to anyone, and certainly not to your friend!'

'But Musa hasn't got enough money to buy a horse,' explained Hakan. 'I'll give him a very good price for Atik, so I think I'm doing a good thing for my friend!'

Musa was watering the plants in his garden next door when he heard the last part of the conversation through the open window. 'Aha!' he thought. 'So Hakan is going to try and sell me a sick horse. It's time to teach my friend a lesson!'



18 Reading time 1 Read a traditional story

The next day, Musa and Hakan were drinking coffee together when Musa asked, 'Do you know anyone who is selling a horse?'

'Why do you need a horse?' asked Hakan.

'I need to travel to the city soon to see my family,' explained Musa.

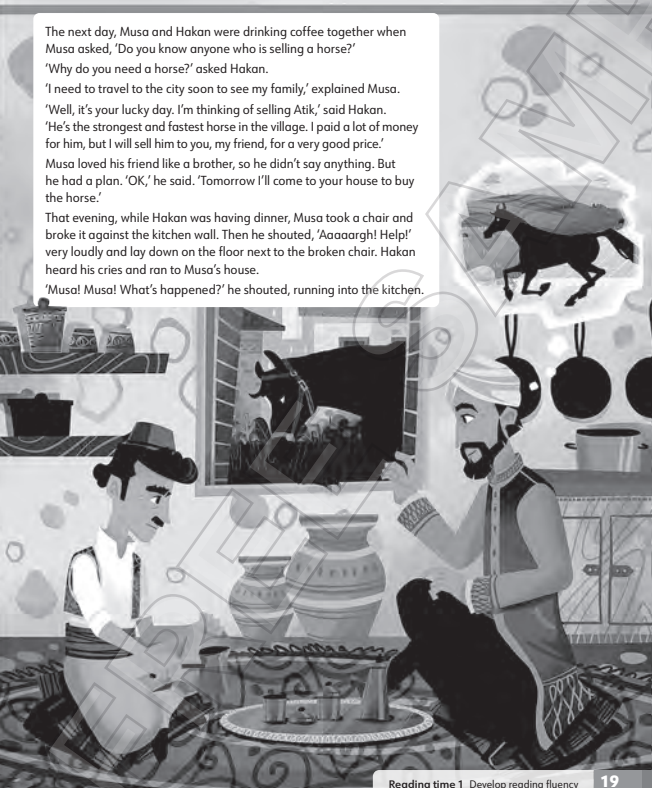
'Well, it's your lucky day. I'm thinking of selling Atik,' said Hakan.

'He's the strongest and fastest horse in the village. I paid a lot of money for him, but I will sell him to you, my friend, for a very good price.'

Musa loved his friend like a brother, so he didn't say anything. But he had a plan. 'OK,' he said. 'Tomorrow I'll come to your house to buy the horse.'

That evening, while Hakan was having dinner, Musa took a chair and broke it against the kitchen wall. Then he shouted, 'Aaaaargh! Help!' very loudly and lay down on the floor next to the broken chair. Hakan heard his cries and ran to Musa's house.

'Musa! Musa! What's happened?' he shouted, running into the kitchen.



Reading time 1 Develop reading fluency 19

Reading time 1

'I've had an accident,' replied Musa. 'I was taking food from a shelf when I fell off the chair. I think I've broken my leg!'

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

'The nearest hospital is thirty kilometres away,' said Musa. 'But how lucky we are to have Atik! You can take me there on the strongest and fastest horse in the village! It will only take three hours.'

Hakan knew that this was an emergency and that Atik couldn't carry his friend for three hours. It was time to tell Musa the truth. He explained that Atik wasn't strong and healthy anymore and offered to buy Musa the strongest and fastest horse in the whole country to take him to hospital.

Musa knew that Hakan was truly sorry. He stood up and showed Hakan that his leg wasn't broken. Hakan understood that Musa had tricked him too. He laughed and laughed, and then he hugged his friend.

'I'm so sorry, Musa. You're the best friend in the world and I will never try to trick you again.'

Soon after that, Atik got better and Hakan gave the horse to his friend as a present to show him how truly sorry he was.



20 Reading time 1 Read a traditional story

Learning objectives: Read a traditional story; Develop reading fluency

Grammar: Present simple and present continuous

Warm-up: Tense review

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

1 1.7 Read the story on pages 18-20. Who are the main characters? What does the title *The trick* mean?

Pre-reading

- Refer the children to the pictures on pages 18-20. Ask which country they think the story takes place in and why.
- The children work in pairs and write a list of what they can see in the pictures on pages 18-20. Conduct class feedback. Who has the longest list?
- Go through each picture with the children. Elicit ideas about what happens in the story. Ask *How many characters are there? Who are they? Where are they? What are they doing?* etc.

While reading

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

Post-reading

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

Imagine

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

Teaching star!

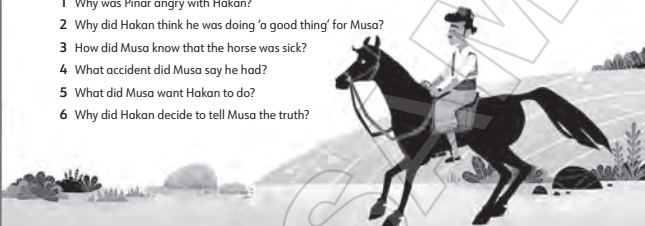
Cooler: What are they saying?

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

Reading time 1 Activities

Pupil's Book page 21

Reading time 1 Activities




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


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


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

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

3  **Work in pairs.** Discuss the questions. Give reasons for your answers.

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

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

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

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

Learning objectives: Give a personal response to a text

Resources: Reading time 1 video; Video activity worksheet

Warm-up: A different title

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

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

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

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

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

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

Answers: ✓ by: 1, 3, 5, 6

3 Work in pairs. Discuss the questions. Give reasons for your answers.

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

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

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

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

Before the video

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

During the video

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

After the video

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

Videoscript

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

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

Hakan heard his cries and ran to help him.

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

'The nearest hospital is 30 kilometres away,' said Musa.

'But how lucky we are to have Atik to take us there!'

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

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

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

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

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

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

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

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

'What's happened?' asked the farmer.

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

Musa heard Hakan and realised what had happened.

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

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

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

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

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

Extension

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

Cooler: What happens to Hakan?

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

