



Travel trouble

Unit overview

Key Competences and Key Learning Outcomes

- Name places, objects and verbs related to air travel (Lesson 1)
- Use the past continuous and the past simple with 'while' (Lesson 2)
- Learn and practise verbs that use the infinitive or gerund (Lesson 4)
- Learn words related to travel and tourism (Lesson 5)
- Learn verbs of the senses (Lesson 7)
- Review tenses for talking about future plans (Lesson 8)
- Watch and understand a video (Video and 21st Century Skills)

- Learn about solar energy and flight (Lesson 3)

- Use the Pupil's App on Navio
- Investigate Belgium

- Read for specific information (Lesson 1)
- Order events chronologically (Lesson 6)
- Review learning and reflect on progress in the unit (Lesson 8)
- Practise activity types found in the Cambridge Exams: B1 Preliminary for Schools

- Talk about how to make travellers in an airport feel happier (Lesson 1)
- Understand the importance of saving the planet's energy (Lesson 3)
- Learn and practise how to make suggestions in a conversation (Lesson 8)

- Work in pairs and small groups to practise and reinforce learning (All lessons)
- Do a communication task (Lesson 5)
- Think about ways to present balanced views (Video and 21st Century Skills)

- Read an article (Lesson 3)
- Learn about Belgium (Lesson 3)
- Read and write an eyewitness account (Lessons 6 and 7)
- Sing a song (Lesson 8)

Vocabulary

Core vocabulary

arrivals, boarding pass, check-in desk, departures, flight attendant, hand luggage, land, passenger, queue, runway, take off, trolley; backpacker, guard, guest, lift, platform, reception, receptionist, ticket office, tourist information centre

Extension vocabulary (optional)

announcement, board a plane, customs, fuel, gate, miss a flight, ticket barrier, lost property office, waiting room, cash machine

Other vocabulary

explorer, first-class, fuel, international flight, lifeboat, nationality, porthole, steward, solar-powered plane; energy, exhibition, iceberg, solar panels; experience, fact, fictional, opinion, scene, senses; huge, nervous; maybe, perhaps; hold hands, imagine, promise, sink; cable cars, trams, rickshaws, monorail

Recycled vocabulary

adventure, airport, bus journey, crash, hot-air balloon, lifejacket, orchestra, passport, ship, suitcase; battery, football team, poster, sign, smoke, stairs; agree, decide, feel, like, look, show, smell, sound, stop, suggest, taste, travel, try, walk around

Structures

Core structures

While I was (taking photos), he (agreed to sign a football). I (saw a hot-air balloon) while I was (walking to school). I enjoyed (reading about Bertrand Piccard). (Piccard) promised to (make his plane faster next time).

Other structures

Can you remember what was happening at the station? The hot-air balloon looked like a floating ball. The ship stopped moving. I'm not sure. I suppose that they like to have new experiences.

Recycled structures

What do you do to help save the planet's energy? Which poster idea would you choose? I'd choose the one about (different nationalities). You can't catch a bus here.

Pronunciation

Past simple tense endings: /d/, /ɪd/, /t/

Literacy

Text type: an eyewitness account (historical event; writing preparation)

Reading skills: predicting from pictures and context

Writing skills: using verbs of the senses

Culture ... around the world

A solar-powered plane that landed in Belgium

21st Century Skills

Ways of thinking: Presenting balanced opinions and views

Thinking skills

Categorising (Lesson 1); Analysing and applying rules and patterns (Lessons 2 and 4); Discussing the importance of alternative energy (Lesson 3); Remembering and describing (Lesson 5); Seeing another person's point of view (Lesson 6); Planning, checking and correcting (Lesson 7); Evaluating (Lesson 8)

Cooperative learning

Working together; Reflecting and setting goals; Helping and encouraging (Lessons 1–8); Collaborative speaking (Lesson 5); Collaborative writing (Lesson 7); Peer evaluation and feedback (Lesson 7); Expressing and respecting opinions (Lessons 1, 3, 6 and 8)

Values

The importance of saving the planet's energy

Cross-curricular links

Links to Science Using a compass

Suggested Arts and Crafts concepts Proportion in portraits

Key Competences and Key Learning Outcomes

-  Name places, objects and verbs related to air travel
-  Review and practise using 'would' to talk about hypothetical situations
-  Read a message for specific information
-  Talk about how to make travellers in airports feel happier

Key language

- *arrivals, boarding pass, check-in desk, departures, flight attendant, hand luggage, land, passenger, queue, runway, take off, trolley; adventure, airport, exhibition, fact, hold hands, nationality, passport, poster, show, suitcase, travel*
- Extension: *announcement, board a plane, customs, fuel, gate, miss a flight*
- *Which poster idea would you choose? I'd choose the one about (different nationalities).*

Materials

- Pupil's Book pp8–9; Activity Book p6; Class CD1; Teacher's App on Navio
- Air travel flashcards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review types of transport.
- Set learning outcomes.

Activity 1

- Look at the photos Julie has sent.
- Answer the questions.

Vocabulary presentation

- Present the new vocabulary using the air travel flashcards.

Activity 2

- Look and match with photos 1–12.
- Listen, check and repeat.
- ▶ **CD1 Track 5 p275**

Activity 3

- Listen and do the vocabulary quiz.
- ▶ **CD1 Track 6 p275**

Activity 4

- Think about travelling. Copy the chart.
- Complete it with things you put in your hand luggage and things you put in your suitcase.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



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Pupil's Book

Unit 1 Travel trouble! Lesson 1 Vocabulary

Objectives In this unit, I will ...

- ▶ name things associated with air travel.
- ▶ make sentences using *white* and the past continuous.
- ▶ learn about Belgium and about Solar Impulse, a solar-powered plane.
- ▶ learn to use verbs that are followed by an infinitive or a gerund.
- ▶ read and write an eyewitness account of a historical event.
- ▶ have a conversation about travel.
- ▶ learn how to present a balanced opinion and view.

Thinking Skills Read the rest of Julie's message. Which poster idea do you think is the best?

Communicate Ask and answer about the posters.

Key learning outcomes: identify and name things associated with air travel; talk about jobs presented in posters; Vocabulary: air travel

Activity 5

- Read the rest of Julie's message.
- Which poster idea do you think is the best?

Activity 6

- Ask and answer about the posters.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Extension**
- Find out about Belgium.

Vocabulary extension

- Present six additional vocabulary items.

Activity Book

Unit 1 Travel trouble! Lesson 1 Vocabulary

1 Write the words and phrases in the puzzle.

2 Read and complete the definitions.

3 Read and remember the grammar in the lesson.

4 Think of a poster you would like to make. Write the answers and the question.

5 Which is the odd one out? Why? flight attendant / passenger / trolley / pilot

Activity Book

Activity 1

- Write the words and phrases in the puzzle.

Activity 2

- Read and complete the definitions.

Activity 3

- Read and remember the grammar in the lesson.

Activity 4

- Think of a poster you would like to make. Write the answers and the question.

Odd one out activity

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review types of transport.

- In groups, the pupils note as many types of transport as they can. Check ideas as a class.

Set learning outcomes

- Say **Today we're going to learn words that are connected to one kind of transport.**

Pupil's Book Activity 1

Look at the photos Julie has sent. Answer the questions. 

- Invite a pupil to read out the speech bubble to find out which school has sent a message. Ask **Do you know where Belgium is?**
- Invite a pupil to read out the message from Julie. Check understanding.
- Work as a class to answer the questions.

Vocabulary presentation

- Stick the air travel flashcards on the board. Point to the first one and elicit the word. For objects, ask **When do you use (a boarding pass)?** For places, ask **What can you find (at departures)?** For verbs, say **This plane is (taking off). Is it going up or down?** Repeat with the other flashcards.

Pupil's Book Activity 2

Look and match with photos 1–12. Listen, check and repeat.

► CD1 Track 5 p275

- Ask the pupils to look at photo number 1. Ask **What's this?** In pairs, the pupils match 2–12 with the words.
- Play the CD. The pupils listen and check. Play the CD again, pausing after each word for the pupils to repeat. You can find the answers for this activity in the audioscript on page 275.

Pupil's Book Activity 3

Listen and do the vocabulary quiz.

► CD1 Track 6 p275

- Play the CD. Listen to the first definition, pausing at the beep to allow the pupils to name the item. Play the CD to listen to the answer.
- Repeat the procedure with the other definitions. You can find the answers for this activity in the audioscript on page 275.

Pupil's Book Activity 4

Think about travelling. Copy the chart. Complete it with things you put in your hand luggage and things you put in your suitcase. 

- Explain that the pupils should think of things they would take on a plane.
- The pupils work in pairs to complete each column.
- Check answers as a class.

Pupil's Book Activity 5

Read the rest of Julie's message. Which poster idea do you think is the best? 

- Invite a pupil to read out the message. The pupils read the information and choose the best poster.
- The pupils share their ideas with the class, but they don't give their reasons at this stage.

Pupil's Book Activity 6

Ask and answer about the posters. 

- Invite two pupils to read out the speech bubbles.
- The pupils talk about their poster choices, giving reasons for their choices.

Activity Book

Activity 1

Write the words and phrases in the puzzle.

- The pupils write the words and find the mystery word.

Answers: 1 land 2 flight attendant 3 runway 4 passenger 5 trolley 6 boarding pass 7 take off **Mystery word:** airport

Activity 2

Read and complete the definitions.

- The pupils complete the definitions.

Answers: 1 arrivals 2 departures 3 check-in desk 4 queue 5 & 6 Pupils' own answers

Activity 3

Read and remember the grammar in the lesson.

- Invite a pupil to read out the information. Explain that they are not really choosing a poster, so the situation is imaginary. This is why they use *would*.

Activity 4

Think of a poster you would like to make.

Write the answers and the question. 

- Read out the questions as a class. The pupils complete the answers and the missing question.
- Invite a pupil to read out the sentences. Then ask another pupil to do the same.

Odd one out activity

Which is the odd one out? Why? 

- The pupils complete the odd one out activity

Answers: trolley (The others are people.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt words connected to air travel.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activities

Extension

- The pupils use the Internet to find information about Belgium.

Vocabulary extension

- Present six additional air travel words: *announcement, board a plane, customs, fuel, gate, miss a flight.*
- Use the Vocabulary Booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes

- Listen to and read a dialogue
- Use the past continuous and past simple with 'while' to talk about an action interrupting a longer action in the past
- Identify examples of the past continuous and past simple in the dialogue

Key language

- *airport, football team, solar-powered plane*
- *While I was (taking photos), he (agreed to sign a football). I (saw a hot-air balloon) while I was (walking to school).*

Materials

- Pupil's Book p10; Activity Book p7; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Air travel word cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review air travel vocabulary.
- Set learning outcomes.

Activity 1

- Describe the photo.
- Why do you think Julie talks about this team?
- Read and listen to find out.
- ▶ *CD1 Track 7 p275*

Activity 2

- Read the dialogue again.
- Which sentence is true?

Pupil's Book

Lesson 2 Grammar

1 Describe the photo. Why do you think Julie talks about this team? Read and listen to find out.

Hi, Julie. Your project is brilliant. Have you decided which poster to do yet?

Thanks, Jess. No, not yet.

Did you enjoy your trip to the airport?

Yes, we did. It was really interesting. And it gave us lots of ideas.

That's great.

And guess what? While we were walking around the airport, we saw a player from the Belgian football team!

Lucky you!

And while I was taking photos, he agreed to sign a football and bring it to our school!

Brilliant! Will you post photos when you've got the ball?

Of course. While I was at the airport, I discovered something else, too. I learnt about a solar-powered plane that landed here in Belgium. I'll send you some information about it.

A solar-powered plane? That sounds interesting.

2 Communicate Read the dialogue again. Which sentence is true?

- Julie saw the football player before she walked around the airport.
- Julie saw the football player after she walked around the airport.
- Julie saw the football player at the same time as she was walking around the airport.

Key learning outcomes: use the past simple and the past continuous to describe actions that were interrupted
Grammar: simple past and past continuous

3 Look and learn.

Grammar Wall

Past simple & past continuous with while

While I was taking photos, he agreed to sign a football.

I saw a hot-air balloon while I was walking to school.

4 Read and think. Choose.

Think about grammar

- We use the past simple / past continuous for the short action
- We use the past simple / past continuous with while for the longer action that is interrupted.

5 Look at the dialogue in Activity 1 again. Find more examples of the past simple and the past continuous being used together.

6 Communicate Invent things that could interrupt these actions. Ask and answer.

- What happened while you were sleeping on the beach?
- While I was sleeping on the beach, a crab bit my toe!

Activity 3

- Look and learn – Grammar wall

Activity 4

- Read and think.
- Choose.

Activity 5

- Look at the dialogue in Activity 1 again.
- Find more examples of the past simple and the past continuous being used together.

Activity 6

- Invent things that could interrupt these actions.
- Ask and answer.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement
- Make nonsense sentences with *while*.

Activity Book

Lesson 2 Grammar

1 Read the sentences. Then underline the action which started first.

1 While we were walking around the airport, we saw a football player.

2 While they were entering the stadium, the match began.

3 Dad came home while we were having dinner.

4 I was playing football in the park when I saw the accident.

5 I heard a strange noise while I was cleaning the kitchen.

6 We were doing our homework when Greg called us.

2 Complete the sentences. Use the past simple or the past continuous.

1 My phone _____ (ring) while I _____ (wait) for my luggage.

2 The man _____ (say) hello while we _____ (drop) my wallet.

3 While I _____ (look for) my boarding pass, I _____ (land).

4 My brother _____ (sleep) when the plane _____ (arrive) at the airport.

5 It _____ (rain) when we _____ (drive) to school.

3 Listen and circle A, B or C.

Visitors from Canada

1 Who did Carl meet at the airport?
A his brother B his cousins C his dad

2 Why did they arrive late at the airport?
A They got lost. B There was a lot of traffic. C They left home late.

3 How many of Carl's cousins are visiting?
A one B two C three

4 How many times has Carl been to Canada?
A never B once C twice

5 What's Carl going to do with them tomorrow?
A go hiking B play cricket C go skiing

4 Read and answer. Ask and answer.

1 Do you have family or friends who live in a different city? Have they visited you before?
2 Where did they come from?
3 How did they get to your house?

Which is the odd one out? Why? brother / uncle / aunt / father

Activity Book

Activity 1

- Read the sentences. Then underline the action which started first.

Activity 2

- Complete the sentences. Use the past simple or the past continuous.

Activity 3

- Listen and circle A, B or C.
▶ *CD1 Track 8 p276*

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review air travel vocabulary.

- Organise the pupils into groups of four. Give each group an air travel word card. The pupils write a definition for that word.
- Each group reads out the definitions. The class guesses the words.

Set learning outcomes.

- Say **Today we're going to learn how to talk about actions in the past.**

Pupil's Book Activity 1

Describe the photo. Why do you think Julie talks about this team? Read and listen to find out.

► CD1 Track 7 p275

- Prompt the pupils to describe what they can see in the photo. Ask **Do you know what the sport is? Which team is it? Why do you think Julie talks about them?**
- Play the CD. The pupils listen and read the dialogue. Confirm that it is the Belgium football team and that Julie sees a player at the airport.

Pupil's Book Activity 2

Read the dialogue again. Which sentence is true?

- In pairs, the pupils read the dialogue again and identify the true sentence. (*Sentence 3.*)

Pupil's Book Activity 3

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Use questions to encourage the pupils to think about form and identify patterns. Ask **Which action started first: taking photos or agreeing to sign a ball? Which tense is the past continuous? Which tense is the past simple?**

Pupil's Book Activity 4

Read and think. Choose.

- Focus the pupils' attention on the Think about grammar box. Read out the sentences as a class. The pupils discuss and complete the sentences in pairs.
- Check answers as a class (*1 past simple 2 past continuous*).

Pupil's Book Activity 5

Look at the dialogue in Activity 1 again. Find more examples of the past simple and the past continuous being used together.

- In pairs, the pupils find the example in the dialogue.

Pupil's Book Activity 6

Invent things that could interrupt these actions. Ask and answer.

- Ask the pupils to describe picture 1. Then invite two pupils to read out the speech bubbles.
- In pairs, the pupils look at the pictures and invent things that could interrupt the actions. They make sentences.

Activity Book

Activity 1

Read the sentences. Then underline the action which started first.

- The pupils read each sentence and then look at the two actions. They underline the one that started first.
- In pairs, the pupils complete the activity.

Answers: 1 We were walking around the airport. 2 They were entering the stadium. 3 We were having dinner. 4 I was playing football. 5 I was cleaning the kitchen. 6 We were doing our homework.

Activity 2

Complete the sentences. Use the past simple or the past continuous.

- The pupils complete the sentences with past simple or past continuous forms of the verbs in brackets.

Answers: 1 rang, was pushing 2 said, were waiting 3 was looking for, dropped 4 was sleeping, landed 5 was raining, arrived

Activity 3

Listen and circle A, B or C.

► CD1 Track 8 p276

- Ask the class to quickly read the questions. Then play the CD. The pupils listen.
- Play the CD again. The pupils choose the correct letter for each question.

Answers: 1 B 2 A 3 B 4 A 5 B

Activity 4

Read and answer. Ask and answer.

- The pupils read and answer the questions about people in their family.
- In pairs, they ask and answer the questions.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: aunt (The others are male.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to talk about one action interrupting another action in the past using 'while'.** Elicit one or two examples from the pupils.
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activities

Reinforcement

- Organise the class into two groups. Write *While I (A), (B)* on the board. Pairs in Group A think of actions that are continuous. Pairs in Group B think of actions that could interrupt. Give an example, e.g. **While I was reading a comic, a lion jumped through the window.**
- Ask a pupil from Group A and a pupil from Group B to read out their sentence parts. See if they make sense. Repeat with other pairs. Then as a class choose the best sentence.

Key Competences and Key Learning Outcomes

- Read an article with confidence and fluency
- Learn about solar energy and flight
- Use the Internet to investigate Belgium
- Think about the importance of saving the planet's energy
- Learn about Belgium

Key language

- *battery, energy, explorer, fuel, imagine, international flight, nervous, promise, solar panels*
- *What do you do to help save the planet's energy?*

Materials

- Pupil's Book p11; Activity Book p8: Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review words related to air travel.
- Set learning outcomes.

Activity 1:
Before you read

- Read and discuss.

Activity 2

- Listen and read.
- ▶ **CD1 Track 9 p276**
- ➔ Go to the Activity Book.

Give Me Five! values

- Read and discuss.

Lesson 3 Culture around the world 1

Before you read

Thinking skills
Read and discuss.

- What can you see in the photo on the right?
- What are they used for?
- Do you think they're important for the future? Why? / Why not?
- How could they be used for travel?

Listen and read.

A PLANE THAT COULD FLY FOREVER!

Flying without fuel
After his balloon flight in 1999, Bertrand Piccard promised to fly around the world without using any fuel. He started building a plane that only used energy from the sun. The plane had to be very light and needed long wings covered with solar panels. It took many years to build this new plane. He called the plane Solar Impulse.

The record-breaking flight
In May 2011, the plane was ready to fly from Switzerland to Belgium, its first international flight. André Borschberg, Piccard's colleague, was the pilot. While Borschberg was flying the plane, Piccard's team and a large crowd of people arrived at Brussels Airport. It was a long, nervous wait. After 13 hours, the plane came into sight. While it was moving towards the runway, the weather became windy and Borschberg had to turn the plane around. They decided to use a different runway and the plane landed safely. Crowds of people cheered.

Name: Bertrand Piccard **Born:** 1958
Explorers in the family: his grandfather was a balloonist and his father was an underwater explorer.
First famous achievement: he flew around the world in a hot-air balloon without stopping.

A fuel-free future?
Piccard's plane took off from Switzerland with little energy in the batteries. During the flight, the batteries were charging. The plane landed with more energy than when it took off in 2010. Piccard flew the Solar Impulse 2, and completed the first round-the-world flight. The journey took 505 days, but only used solar power. Can you imagine flying without fuel in the future?

After you read

Go to page 8 in your Activity Book.

Values

- Why is Bertrand Piccard's project important for the future of our planet?
- What do you do to help save the planet's energy?
- What changes could we make to the way we live to save more energy?

Key learning outcomes: read a story with a difficult text about solar energy; listen for specific information
Values: the importance of saving the planet's energy.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Research other objects powered by solar panels.

Activity Book

Lesson 3 Culture around the world: Belgium

After you read

1 Remember the article. Read and answer the questions.

- 1 What did Piccard promise in 1999? He _____.
- 2 How long did it take to build the plane? It _____.
- 3 What was Solar Impulse's first international journey? It _____.
- 4 What was the weather like while it was landing? It _____.
- 5 What did people do when the plane landed? They _____.
- 6 Did the batteries have more or less energy when the plane landed? They _____.

2 Listen and complete the notes. Write one, two or three words each time.

A PLANE THAT COULD FLY FOREVER

- 1 This article is about an explorer who is building planes that use energy _____ without any _____.
- 2 Jess thinks it's a great story because Piccard is trying to fly _____ in Belgium.
- 3 For Jess, the best part is when the pilot is trying to _____.
- 4 Colum would like to find out more about what the plane _____ energy when it landed than when it _____.
- 5 Jess thinks it's interesting that the plane had _____ energy when it landed than when it _____.
- 6 Jess would recommend this to Tom because he likes articles about science _____.

3 Thinking skills What do you think of the article?
I think _____ I give it _____ stars. ☆☆☆☆☆

4 Find out about Belgium with your family.

- 1 What are the three official languages in Belgium? _____
- 2 What countries have borders with Belgium? _____
- 3 Which dessert is Belgium famous for? _____
- 4 What did Adolphe Sax invent? _____
- 5 What are the three colours of the Belgian flag? _____

Which is the odd one out? Why? hot-air balloon / helicopter / rocket / speedboat

Activity Book: After you read

Activity 1

- Remember the article. Read and answer the questions.

Activity 2

- Listen and complete the notes. Write one, two or three words each time.
- ▶ **CD1 Track 10 p276**

Activity 3

Activity 4

- What do you think of the article?
- Find out about Belgium with your family.
- Odd one out activity**

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review words related to air travel.

- Ask the pupils to think about what they might do if they were going to go on a plane. Ask different pupils to give a sentence, in the order that they might happen. Give the first sentence: **I entered the airport with my suitcase.** Encourage the pupils to use the vocabulary they have learnt.

Set learning outcomes.

- Say **Today we're going to read an article about solar energy and planes.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the questions as a class. Encourage the pupils to share information about where they have seen solar panels. Ask them to give their opinions on the importance of solar panels.

Pupil's Book Activity 2

Listen and read.

► CD1 Track 9 p276

- Play the CD. The pupils follow in their books.
- Ask questions to check understanding.

Suggested comprehension questions:

- Fact box: **What kind of family does Bertrand Piccard come from?** (*A family of explorers.*)
- Paragraph 1: **What was the plane like?** (*Very light with long wings covered with solar panels.*) **What was the plane called?** (*Solar Impulse.*)
- Paragraph 2: **Between which two countries was its first international flight?** (*Switzerland and Belgium.*) **Who was waiting at Brussels Airport?** (*Piccard's team and a large crowd of people.*) **How long was the journey?** (*13 hours.*) **What was the weather like in Belgium?** (*Windy.*)
- Paragraph 4: **What happened to the batteries during the flight?** (*They were charging.*)

Activity Book: After you read

Activity 1

Remember the article. Read and answer the questions.

- Read out the first question. Invite a pupil to answer it.
- The pupils read and answer the remaining questions.

Answers: 1 promised to fly around the world without using any fuel. 2 took 12 years. 3 was from Switzerland to Belgium. 4 was windy. 5 cheered. 6 had more energy.

Activity 2

Listen and complete the notes. Write one, two or three words each time.

► CD1 Track 10 p276

- Read out the notes as a class. Ask the pupils to guess the missing words.
- Play the CD without pausing. The pupils listen and complete as much information as possible.
- Play the CD again, pausing after each piece of key information to check the answer.

Answers: 1 from the sun 2 planes, fuel 3 land 4 looks like 5 more, took off 6 and technology

Activity 3

What do you think of the article?

- The pupils write their opinion and give a rating.
- Invite different pupils to share their opinions.

Activity 4

Find out about Belgium with your family.

- Read out the questions about Belgium. Ask **Where can you find out this information?** (*Internet, library, asking friends and family.*) The pupils complete the activity at home.
- If you prefer to do this activity in the class, connect to a children's website which has information about Belgium, such as www.sciencekids.co.nz/sciencefacts/countries/belgium.html.
- Read out the questions. As a class, the pupils find and write the answers.

Answers: 1 French, Dutch, German 2 Luxemburg, Netherlands, France, Germany 3 waffles 4 the saxophone 5 red, yellow, black

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: speedboat (It doesn't travel in the air.)

Give Me Five! values

Read and discuss.

- Read out the questions and discuss them as a class.
- Explain that the planet's resources, like oil and gas, will not last forever. Planes use a lot of fuel so it is important to look for other ways to power them. Encourage the pupils to think about other ways of saving energy.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read some information about solar energy and using it to fly.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- Ask **Do you know of other things that are solar-powered?** (*Calculators, radio, car, outdoor lamps, etc.*)
- In groups, the pupils research something that is solar-powered. They present the information to the class.

Key Competences and Key Learning Outcomes

- Act out a short dialogue in pairs
- Learn and practise verbs that use the infinitive or a gerund
- Identify and practise the sounds of the *-ed* ending for past simple verbs

Key language

- agree, decide, imagine, like, stop, suggest, try
- I enjoyed (reading about Bertrand Piccard). (Piccard) promised to (make his plane faster next time).*

Materials

- Pupil's Book p12; Activity Book p9, Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the article from Lesson 3.
- Set learning outcomes.

Activity 1

- Listen and read.
- **CD1 Track 11 p276**
- Act out.

Activity 2

- Look and learn – Grammar wall

Activity 3

- Read and think.
- Choose.

Pupil's Book

1 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.  cat 11



Jess: I enjoyed reading about Bertrand Piccard.
Tom: It's amazing that a plane can fly without any fuel.
Jess: Yes, Piccard suggested using the technology for other forms of transport, too.
Tom: Really? But the plane goes very slowly.
Jess: That's true, but Piccard promised to make his plane faster next time.
Tom: Did you know that our school is going to use solar energy, too?
Jess: Really?
Tom: Yes. They've agreed to put solar panels on the school roof to save energy.



2 Look and learn.

Grammar Wall

Verbs that are followed by the infinitive or the gerund

I enjoyed reading about Bertrand Piccard. Piccard promised to make his plane faster next time.

3 Read and think. Choose.

Think about grammar

1 Some verbs, such as enjoy, are followed by an infinitive / a gerund.
2 Other verbs, such as promise, are followed by an infinitive / a gerund.
You will need to remember which verbs use a gerund and which verbs use an infinitive.

4 Look at the article on page 11 and the dialogue in Activity 1 again. Are these verbs followed by an infinitive or a gerund?

agree suggest imagine decide start

5 Read and listen to the different verb endings. Put the verbs in the correct column.

Pronunciation

imagined decided started stopped agreed liked tried

/d/	/t/	/ɪd/	/ɪt/
enjoyed	suggested	promised	

6 Add more verbs to each column in Activity 5. Check with a partner.

7 Communicate Complete these sentences. Ask and answer.

This month, I started ... This year, I promised ...
This morning, I decided ... Today, I enjoyed ...
While working in a group, I tried ...

This month, I started doing my homework at the weekend. How about you?
This month, I started playing tennis every week.

12 Key learning outcomes: identify and practise past simple endings; use the gerund and infinitive appropriately
Grammar: infinitives and gerunds.

Activity 4

- Look at the article on page 11 and the dialogue in Activity 1 again.
- Are these verbs followed by an infinitive or a gerund?

Activity 5

- Read and listen to the different verb endings.
- **CD1 Track 12 p276**
- Put the verbs in the correct column.

Activity 6

- Add more verbs to each column in Activity 5.
- Check with a partner.

Activity 7

- Complete these sentences.
- Ask and answer.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
- Play noughts and crosses with verbs.

Activity Book

Lesson 4 Grammar and Pronunciation 1

Verbs that are followed by the infinitive or the gerund

1 Read and circle the correct form.

1 Piccard decided flying / to fly a plane around the world. 4 Did you enjoy helping / to help of the cats today?
2 Can you imagine living / to live in Australia? 5 I promised doing / to do my homework at the weekend.
3 John wants reading / to read that book. 6 Did Louise agree looking / to look after our dog?

2 Read and complete. Use the gerund or the infinitive form.

push watch buy play give

1 My mum enjoyed watching our school show.
2 I promised _____ a computer game for my brother's birthday.
3 The flight attendant started _____ food to the passengers.
4 John tried _____ the holiday but he couldn't.
5 We stopped _____ tennis at two o'clock.

3 Listen and write the words. Tick (✓) the correct box.

PRONUNCIATION

	/d/	/t/	/ɪd/	/ɪt/
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.

At lunchtime Today This morning Yesterday enjoy decide try start suggest

1 At lunchtime, I saw enjoyed playing football.
2 _____
3 _____
4 _____

For more grammar practice go to page 102.

Which is the odd one out? Why? promise / agree / decide / enjoy

Activity Book

Activity 1

- Read and circle the correct form.

Activity 2

- Read and complete. Use the gerund or the infinitive form.

Activity 3

- Listen and write the words. Tick (✓) the correct box.

► CD1 Track 13 p276

Activity 4

- Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the article from Lesson 3.

- Ask yes/no questions about the article from Lesson 3.

Set learning outcomes.

- Say **Today we're going to learn about verbs that are followed by another verb.**

Pupil's Book Activity 1

Listen and read. Act out.

► CD1 Track 11 p276

- The pupils look at the photos. Ask **What are Tom and Jess doing in the first photo?**
- Play the CD. The pupils listen and read the dialogue. Check understanding.
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the dialogue in pairs.

Pupil's Book Activity 2

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Encourage the pupils to think about the difference between the verbs that follow 'enjoyed' and 'promised'. Ask **What kind of verb follows enjoyed / promised?** (A gerund / an infinitive.)

Pupil's Book Activity 3

Read and think. Choose.

- Focus the pupils' attention on the Think about grammar box. The pupils discuss and complete the sentences in pairs.
- Check answers as a class (1 a gerund 2 an infinitive).

Pupil's Book Activity 4

Look at the article on page 11 and the dialogue in Activity 1 again. Are these verbs followed by an infinitive or a gerund?

- In pairs, the pupils find examples of the verbs and decide if they are followed by an infinitive or a gerund.

Pupil's Book Activity 5

Read and listen to the different verb endings. Put the verbs in the correct column.

► CD1 Track 12 p276

- Play the CD. Elicit the three different sounds. Ask the pupils to put the verbs in the correct column.

Answers: /d/ enjoyed, imagined, agreed, tried
/Id/ suggested, decided, started
/t/ promised, stopped, liked

Pupil's Book Activity 6

Add more verbs to each column in Activity 5. Check with a partner.

- Ask the pupils to add more verbs to each column. They check with a partner. Then ask different pupils to write the verbs on the board.

Pupil's Book Activity 7

Complete these sentences. Ask and answer.

- Invite two pupils to read the speech bubbles.
- The pupils work on their own to complete the prompts. In pairs, they ask and answer about their sentences.

Activity Book

Activity 1

Read and circle the correct form.

- The pupils work on their own or in pairs to complete each sentence.

Answers: 1 to fly 2 living 3 to read 4 helping 5 to do
6 to look

Activity 2

Read and complete. Use the gerund or the infinitive form.

- The pupils complete the sentences.

Answers: 1 watching 2 to buy 3 giving 4 to push
5 playing

Activity 3

Listen and write the words. Tick (✓) the correct box.

► CD1 Track 13 p276

- Play the CD. The pupils listen and write the words.
- Play the CD again. The pupils tick the correct boxes.

Answers: 1 liked /t/ 2 stopped /t/ 3 enjoyed /d/
4 suggested /Id/ 5 promised /t/

Activity 4

Work with a partner. Write sentences about your friends. Use the time expressions and the verbs.

- In pairs, the pupils make true sentences.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: enjoy (It's followed by a gerund.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've talked about verbs followed by gerunds and verbs followed by infinitives.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Reinforcement

- Draw a noughts and crosses grid on the board. Write a verb in each square.
- Divide the class into two teams. Team A chooses a square and makes a sentence with the verb and a gerund or an infinitive. If it is correct, they win the square. Repeat with Team B. The team with three squares in a row wins.

Vocabulary Extension

- Present six additional words related to travel: *ticket barrier, trolley, lost property office, waiting room, cash machine*
- Use the Vocabulary Booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes



- Learn words related to travel and tourism



- Practise activity types found in the Cambridge Exams: B1 Preliminary for Schools
- Learn how prepositions can be used to change the meaning of verbs
- Listen for gist and specific information



- Do a communication task

Key language

- backpacker, guard, guest, lift, platform, reception, receptionist, ticket office, tourist information centre*
- Extension: *ticket barrier, lost property office, waiting room, cash machine*
- Can you remember what was happening at the station?

Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review verbs followed by a gerund or an infinitive.
- Set learning outcomes.

Activity 1

- Look and match.
- Listen, check and repeat.
- CD1 Track 14 p277

Activity 2

- Listen and say A, B or C.
- CD1 Track 15 p277

Activity 3

- Listen again.
- CD1 Track 15 p277
- Which of these verbs can you hear in the past continuous?

Lesson 5 Vocabulary, Listening and Speaking 1

1 Look and match. Listen, check and repeat.

receptionist guest backpacker ticket office guard
tourist information centre platform reception lift

2 Listen and say A, B or C. **Listening tip!** Look carefully at the picture before you listen. Where are the people?

1 Where did Amy's family leave the passports? 2 What was happening at the station?

A B C A B C

3 Listen again. Which of these verbs can you hear in the past continuous?

play start happen walk want drop

4 **Communicate** Look at the pictures and remember. Ask and answer.

Can you remember what was happening at the station? A man was pushing a trolley.
What was on the trolley? Three suitcases.
Yes, that's right!

Key learning outcomes: identify 20 new words about travel; listen for specific information; use the past continuous. **Vocabulary: travel**

Activity 4

- Look at the pictures and remember.
- Ask and answer. (Teacher's Resource Bank: Unit 1).

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Play a description game.

Vocabulary extension

- Present four additional vocabulary items.

Activity Book

Lesson 5 Vocabulary, Reading and Writing

1 Read the sentences and complete the words.

- Twenty g _ _ _ _ ts were staying in the hotel.
- We went upstairs in the l _ _ ft.
- The r _ _ _ e pl _ _ _ _ st of the hotel was very helpful.
- This hotel has very good offers for b _ _ ckp _ _ _ _ r.
- The g _ _ _ rd was helping the old lady on the pl _ _ _ _ t.
- Let's ask for a map at the t _ _ _ _ st information c _ _ _ r.

2 Read and complete. Write one word each time.

A frozen hotel

ICEHOTEL is a hotel (1) _ _ _ northern Sweden. The whole hotel is (2) _ _ _ of snow and ice and uses solar power for energy. It is built (3) _ _ _ November and December each year. Then, it opens for guests until the middle (4) _ _ _ April. In April, the hotel starts (5) _ _ _ melt and the water goes back into the river Torne. Inside the hotel, the walls, ceilings and furniture (6) _ _ _ all made of snow or ice. There are rooms for more (7) _ _ _ 100 guests. Usually, the guests sleep in the room for one night. They wear special clothes so they don't get cold and sleep in warm (8) _ _ _ bags, too. For the rest of their holiday, they stay in a warm hotel near the ICEHOTEL. During the day, the guests (9) _ _ _ walk around the hotel and see all of the rooms. Many of the rooms are designed (10) _ _ _ famous artists and the hotel is open all year, even in the summer!

3 Read and learn.

Word building

We discuss: preposition after a verb. This may change the meaning of the verb.
The plane takes off at 3.30.

wash lie go try turn
off on in out up down

- The first thing we need to do at the airport is to check in.
- It was my brother's turn to _____.
- Let's _____ the television and play outside.
- I'm going to _____ these trousers in the changing room.
- I don't feel well. I'm going to _____ in bed.
- Are you going to _____ today or stay at home?

10 Which is the odd one out? Why? check-in desk / platform / ticket office / guard

Activity Book

Activity 1

- Read the sentences and complete the words.

Activity 2

- Read and complete. Write one word each time.

Activity 3

- Read and learn.

Activity 4

- Complete the sentences with a verb and a preposition.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review verbs followed by a gerund or an infinitive.

- Ask questions and invite the pupils to answer you in complete sentences. Ask **What did you decide to do this morning? What do you enjoy doing at the weekend? Have you promised to do anything recently? Have you agreed to do anything this weekend?**

Set learning outcomes.

- Say **Today we're going to learn some more travel words and we're going to do a communication task.**

Pupil's Book Activity 1

Look and match. Listen, check and repeat.

► CD1 Track 14 p277

- In pairs, ask the pupils to match the words they know with the numbers in the picture.
- Play the CD. The pupils listen and check.
- Play the CD again, pausing after each word or phrase for the pupils to repeat. You can find the answers for this activity in the audioscript on page 277.

Pupil's Book Activity 2

Listen and say A, B or C.

► CD1 Track 15 p277

- Invite a pupil to describe the first three pictures. Read Listening tip! as a class.
- Play the CD. The pupils listen and identify the correct picture.
- Repeat the procedure with the second set of pictures. Ask more questions about the texts if you have time, e.g. **In number 1, what did they do at the cafe? In number 2, who started to dance?**

Answers: 1 A 2 B

Pupil's Book Activity 3

Listen again. Which of these verbs can you hear in the past continuous?

► CD1 Track 15 p277

- Invite a pupil to read out the verbs. Ask one pupil to give an example of 'play' in the past continuous.
- Play the CD again. The pupils listen and identify the verbs in the past continuous.

Answers: happen, walk, play

Pupil's Book Activity 4

Look at the pictures and remember. Ask and answer (Teacher's Resource Bank: Unit 1).

- Explain that the pupils are going to play a memory game. Invite a pair to read out the speech bubbles.
- Organise the class into pairs (A and B).
- Invite two pupils to demonstrate the activity. Pupil A will look at a picture for a minute. Pupil B will ask questions to see how much he / she can remember. Then the pupils swap roles and repeat.
- Ask the pupils to do the activity in pairs.

Activity Book

Activity 1

Read the sentences and complete the words.

- Ask the pupils to read the sentences and complete the words. All of the missing letters are vowels.

Answers: 1 guests 2 lift 3 receptionist 4 backpackers
5 guard, platform 6 tourist, centre

Activity 2

Read and complete. Write one word each time.

- The pupils look at the photo. Ask **What is it?** (*A hotel made of ice.*) **What would it be like?**
- The pupils complete the gaps with one word only.

Answers: 1 in 2 made 3 in 4 of 5 to 6 are 7 than
8 sleeping 9 can 10 by

Activity 3

Read and learn.

- Read the information as a class. Encourage the pupils to think of other examples.

Activity 4

Complete the sentences with a verb and a preposition.

- The pupils work in pairs or on their own to complete the sentences.

Answers: 1 check in 2 wash up 3 turn off 4 try on
5 lie down 6 go out

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: check-in desk (You don't find it at a railway station.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt more travel words and we've done a communication task.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Reinforcement

- Define one of the words that the pupils have learnt, e.g. **This person works in a hotel.** Ask the pupils to guess the word. (*Receptionist.*)
- In pairs, the pupils write definitions for the words on Pupil's Book page 13. They then read out the definitions for other pupils to guess.

Vocabulary Extension

- Present additional words related to travel: *ticket barrier, lost property office, waiting room, cash machine*
- Use the Vocabulary Booster on Navio to practise these new words

Key Competences and Key Learning Outcomes

- Practise language to talk about historical events
- Do pre-reading tasks to predict content and raise interest
- Read a text for general understanding
- Order events chronologically
- Share what you know about this type of text
- Read an eyewitness account of the sinking of the Titanic
- Give an opinion on the text

Key language

- fictional, first-class, huge, iceberg, lifeboat, lifejacket, orchestra, porthole, sink, steward*
- The ship stopped moving.*

Materials

- Pupil's Book p14; Activity Book p11; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review travel vocabulary.
- Set learning outcomes.

Activity 1: Before you read

- Read and discuss.

Activity 2

- Look at the pictures.
- Who do you think is telling the story?
- Read and find out.

Activity 3: After you read

- What do you think?
- Go to the Activity Book.

Lesson 6 Reading Literacy

Before you read

1 **Read and discuss.**

- Do you like reading about historical events?
- Have you read any stories that help you learn about historical events? Which ones?
- What do you know about the Titanic?

2 **Look at the pictures. Who do you think is telling the story? Read and find out.**

Reading tip!
Use the title to make predictions about the text before you read.

The Titanic: first and last voyage

I boarded the Titanic in Southampton on 10th April 1912 with my aunt and uncle. We were going back to New York after staying in England for more than a year. The ship was the most beautiful thing I had ever seen. It was huge and luxurious.

I couldn't believe I was inside a ship floating across the ocean. There was music playing. I saw the captain on the deck, Captain Smith. He had a big white beard and he reached down and shook my hand. He spoke in a deep voice and he promised to show us some of the first-class areas. There was a gymnasium, a swimming pool and many dining rooms.

I was sleeping in our cabin when the Titanic hit the iceberg. There was a sudden jolt and the ship stopped moving. A steward knocked on our door and told us to get dressed, put on our lifejackets and go up to the deck.

The lifts weren't working so we walked up the stairs. An officer was shouting 'women and children first', and people started climbing into lifeboat number 11. Everything was happening so fast. We said a quick goodbye to my uncle and the officers lowered the lifeboat down to the sea. I could hear that the orchestra was still playing.

The lifeboat was swinging from side to side. It was the only time I was scared. While the boats moved away from the ship, we watched the round porthole windows of the ship sink one by one into the calm sea. I was a typical boy of those times. We weren't allowed to cry.

I lay down at the bottom of the lifeboat and went to sleep. When I woke up, I saw the huge white iceberg. They looked beautiful, but then I remembered the events of the night before.

After you read

3 **What do you think?**

- This is a fictional story based on real events. Which part of the story is the most interesting?
- What do we learn about the sinking of the Titanic?
- Do you think it's a good thing to write about real events through the eyes of someone who was there? Why? / Why not?

Go to page 11 in your Activity Book.

Key learning outcomes: read an eyewitness report for general understanding; scan a text for specific information; discuss the advantages and disadvantages of an eyewitness report.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Extension

- Role play a meeting between the boy and the captain.

After you read

- 1 **Read and order the events.**
- | | | | |
|---|--------------------------|---------------------------------|--------------------------|
| He woke up and saw the iceberg. | <input type="checkbox"/> | He fell asleep in the lifeboat. | <input type="checkbox"/> |
| He climbed into the lifeboat. | <input type="checkbox"/> | He watched the ship sinking. | <input type="checkbox"/> |
| He and his aunt put on their lifejackets. | <input type="checkbox"/> | He said goodbye to his uncle. | <input type="checkbox"/> |
| He got on the ship at Southampton. | <input type="checkbox"/> | The ship hit an iceberg. | <input type="checkbox"/> |
| He met the ship's captain. | <input type="checkbox"/> | | |

2 **Read the definitions and find the words in the text.**

- This verb means to get on a ship, a plane or a train (in the past tense). boarded
- This is the highest floor of a ship that is outside. _____
- This is a big room where people do exercise or play sport. _____
- This is a small boat that people use to escape a sinking ship. _____
- This is a group of musicians who play together. _____

3 **Listen and circle A, B or C.**

The sinking of the Titanic

- The Titanic didn't stop in this country.
A France B USA C Iceland
- What happened 37 seconds after they saw the iceberg?
A The ship sank.
B They started to put people in the lifeboats.
C The ship hit the iceberg.
- How many people died?
A More than 1500 B About 2200 C About 700
- What has happened since the Titanic sank?
A All ships have space in their lifeboats for all the passengers.
B Dogs are not allowed on ships.
C Ships have space in their lifeboats for most of the passengers.



Which is the odd one out? Why? calm / quiet / rough / silent

Activity Book: After you read

Activity 1

- Read and order the events.

Activity 2

- Read the definitions and find the words in the text.

Activity 3

- Listen and circle A, B or C.
- CD1 Track 16 p277

Activity 4

- Work with a partner. Imagine what it was like to be on the Titanic. Write three sentences.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review travel vocabulary.

- Divide the class into three groups. One group is 'planes', the next group is 'trains' and the final group is 'ships'.
- Say words that are related to one or more of these categories (or to none of these categories). The pupils who think the word is related to their category put up their hands.

Set learning outcomes.

- Say **Today we're going to read a story about the Titanic.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the questions as a class. Prompt the pupils to answer in as much detail as possible.

Pupil's Book Activity 2

Look at the pictures. Who do you think is telling the story? Read and find out.

- Describe and discuss the pictures of the boy and the captain, and the lifeboat and the sinking ship. Encourage the pupils to predict who is telling the story. Then read the story to find out.
- Confirm that the story is told in the first person and it is through the eyes of the boy.

Pupil's Book Activity 3: After you read

What do you think?

- Read the first sentence as a class. Make sure the pupils understand that the event is real, but the account is fictional. It is based on research so it seems true. Prompt the pupils to give answers to the questions, encouraging them to explain their answer each time.

Activity Book: After you read

Activity 1

Read and order the events.

- Read the sentences as a class. The pupils work on their own to put the sentences in the order of the story.

Answers: 9, 6, 4, 1, 2, 8, 7, 5, 3

Activity 2

Read the definitions and find the words in the text.

- The pupils work in pairs or on their own to write the words, using the text in the Pupil's Book to help them.

Answers: 1 boarded 2 deck 3 gymnasium 4 lifeboat
5 orchestra

Activity 3

Listen and circle A, B or C.

► CD1 Track 16 p277

- Read the questions as a class. As you read the questions encourage the pupils to predict the answers.
- Play the CD. The pupils listen and choose the answers. They check their answers with a partner.
- Play the CD again, pausing after each piece of information. The pupils complete and check their answers.

Answers: 1 B 2 C 3 A 4 A

Activity 4

Work with a partner. Imagine what it was like to be on the Titanic. Write three sentences.

- Ask the pupils to imagine that they were on the Titanic before it sank. They write three sentences to describe the ship.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: rough (All of the others are related to calmness.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read a historical text.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- Ask the pupils to look again at the text in the Pupil's Book. They imagine the meeting between the boy and Captain Smith. The pupils work in pairs to create a short dialogue (about eight lines) between the captain and the boy. They then present the dialogue to the class.

Key Competences and Key Learning Outcomes

-  Learn and practise how to use verbs of the senses
-  Identify the text features of an eyewitness account
 - Use criteria to check your writing
-  Share and discuss your writing with a partner
-  Write an eyewitness account of a historical event

Key language

- feel, hot-air balloon, look, scene, senses, smell, smoke, sound, taste*
- The hot-air balloon looked like a floating ball.*

Materials

- Pupil's Book p15; Activity Book p12; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the account from Lesson 6.
- Set learning outcomes.

Activity 1: Investigate a text

- Look at these headlines.
- When do you think the events happened?
- Imagine being there.
- What would you see, hear and feel?
- Which of these events is described in Activity 2?

Activity 2

- Read the account to find out if you guessed correctly.

Text type: an eyewitness account Lesson 7 Writing 1

Investigate a text

1 Look at these headlines. When do you think the events happened? Imagine being there. What would you see, hear and feel? Which of these events is described in Activity 2?

The first hot-air balloon flight The first man on the moon Germany win the World Cup

2 Read the account to find out if you guessed correctly.

data It was 21st November 1783.

introduction Two men were going to fly over Paris in a hot-air balloon for the first time. I was allowed to go with my father and watch it take off.

describing the scene All the important people in the city were there – the mayor, doctors and lawyers. Women were wearing hats with big feathers. I felt so excited to be there. A huge fire in the square filled the balloon with hot air.

describing using the senses The smoke smelled terrible and I started coughing. Soon we saw the bright blue and gold balloon, ready for take-off. The two men stood on either end of the balloon basket and the balloon slowly began to rise. Everyone was cheering and clapping as the balloon floated over the park. It looked beautiful!

reflection

Discuss a text

3 Read the account again. Answer the questions.

1 Who's writing the account? 4 The writer uses the past continuous to describe the events. Why?

2 Why does the writer include a date?

3 Which sentences give an introduction to the event? 5 Which sentence does the writer use?

6 How did the writer feel about seeing the event?

Writing skills: Verbs of the senses

These verbs help describe an experience. They help give personal opinions in eyewitness accounts. We use these verbs with an adjective, or with like + a noun.

The costumes **looked** fantastic. I **felt** nervous but excited.

The ice cream **tasted** delicious. The flowers **smelled** like perfume.

The music **sounded** soft and beautiful. The hot-air balloon **looked** like a floating ball.

4 Look at the two accounts again. Find examples of verbs of the senses.

➔ Research, plan and write an eyewitness account of a historical event on page 12 in your Activity Book.

Key learning outcomes: identify the features of an eyewitness report; write an eyewitness report.

Activity 3: Discuss a text

- Read the account again.
- Answer the questions.

Writing skills

- Read about verbs of the senses.

Activity 4

- Look at the two accounts again.
- Find examples of verbs of the senses.

➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Describe objects, places and experiences.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



1 Lesson 7 Writing

Develop your writing skills

1 Write sentences in the past tense. Use these verbs and nouns.

small taste feel look sound

music cupcakes perfume people buildings

1 The music **sounded** beautiful.

2 _____

3 _____

4 _____

5 _____

Plan your writing

2 **Cooperative learning** Work with a partner. Plan your eyewitness account of a historical event. Make notes.

1 Name of historical event: _____

2 When did it happen? _____

3 Who was there? _____

4 What happened? _____

5 Who do you pretend to be for your eyewitness account? _____

6 What do you remember seeing? _____

7 What do you remember hearing or smelling? _____

8 How did you feel? _____

9 What's your reflection on the event? _____

3 Now write your eyewitness account in your notebook. Remember to use verbs of the senses to describe the event.

4 **Learning to learn** Read your eyewitness account to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

I've included the date.

I've included an introduction.

I've described the scene using the verbs of the senses.

I've used a clear order.

Activity Book

Activity 1: Develop your writing skills

- Write sentences in the past tense. Use these verbs and nouns.

Activity 2: Plan your writing

- Work with a partner. Plan your eyewitness account of a historical event. Make notes.

Activity 3

- Now write your eyewitness account in your notebook.

Remember to use verbs of the senses to describe the event.

Activity 4

- Read your eyewitness account to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

Odd one out activity

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the account from Lesson 6.

- Ask the pupils to remember verbs in the past tense that were used in the eyewitness account from Lesson 6. Write them on the board.
- Then ask the pupils to make sentences about the Titanic using these verbs.

Set learning outcomes.

- Say **Today we're going to write about a historical event as an eyewitness account.**

Pupil's Book Activity 1: Investigate a text

Look at these headlines. When do you think the events happened? Imagine being there. What would you see, hear and feel? Which of these events is described in Activity 2?

- Ask the pupils to look at the headlines. In pairs, they imagine what it would be like being in each place.
- In pairs, the pupils report back to the class.
- Then ask the pupils to look at the text and predict which of the three events is being described.

Pupil's Book Activity 2

Read the account to find out if you guessed correctly.

- The pupils read the account and check the answer.

Pupil's Book Activity 3: Discuss a text

Read the account again. Answer the questions.

- Read and discuss the questions as a class. Highlight that a good eyewitness account will describe the scene clearly and use the senses to make it feel like the reader is there.

Writing skills

- Read about verbs of the senses.
- Encourage the pupils to think of other adjectives that could be used in the example sentences.

Pupil's Book Activity 4

Look at the two accounts again. Find examples of verbs of the senses.

- The pupils look at the accounts in Lessons 6 and 7 to find examples of verbs of the senses.

Activity Book

Activity 1: Develop your writing skills

Write sentences in the past tense. Use these verbs and nouns.

- The pupils write sentences.

Answers: 1 The music sounded beautiful. 2 The cupcakes tasted (adjective). 3 The perfume smelt (adjective). 4 The people felt (adjective). 5 The buildings looked (adjective).

Activity 2: Plan your writing

Work with a partner. Plan your eyewitness account of a historical event. Make notes.

- Read out the notes as a class. Check understanding.
- In pairs, the pupils choose an event and make notes about it. The event could be one that they have learnt about at school, or a more recent event that they know about.
- **Note:** the pupils will need time to research the event. If you have computers in the classroom, they can do this in class time. Alternatively, they can investigate and complete the notes as homework.

Activity 3

Now write your eyewitness account in your notebook. Remember to use verbs of the senses to describe the event.

- The pupils write their account in their notebooks.

Activity 4

Read your eyewitness account to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

- Read through the statements as a class.
- Organise the class into new partners. One pupil reads aloud their text. The other pupil listens. The pupils work together to decide if the text fulfils the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
- The pupils swap roles.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: happy (It isn't a verb of the senses.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read an eyewitness account about the first hot-air balloon ride in France and we've written an eyewitness account.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- Ask the pupils to write down four things: an item of food, a place near where they live, a song or a piece of music, and a person they know. For each one, the pupils write sentences using the verbs of the senses with adjectives. Encourage them to use different adjectives where possible.

Key Competences and Key Learning Outcomes

- Review tenses for talking about future plans
- Prepare and practise speaking activity types found in Cambridge Exams: B1 Preliminary for Schools
- Reflect on learning and progress
- Listen to a text for general and specific information
- Learn and practise how to make suggestions in a conversation

Key language

- abroad, coast
- Have you ever been abroad?

Materials

- Pupil's Book p16; Activity Book pp13–14; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review holiday language.
- Set learning outcomes.

Activity 1

- Look at the photos.
- What do they show?
- How are they different?

Activity 2

- Listen to the conversation.
- CD1 Track 17 p277
- Has Alec ever been abroad?

Activity 3

- Listen again.
- CD1 Track 17 p277
- Complete the five questions that Ella asks.

1 Lesson 8 Speaking and Self-evaluation

1 Look at the photos. What do they show? How are they different?

2 Listen to the conversation. Has Alec ever been abroad?

3 Listen again. Complete the five questions that Ella asks.

4 Prepare a conversation about travel on page 13 in your Activity Book.

5 Reflect on the unit. Read and think about your learning. What can you do now?

Go to the Song Bank, page 125.

Do the Unit Review on page 14 in your Activity Book.

Key learning outcomes: Listen and have a conversation about travel; review learning and reflect on progress in the unit.

Activity 4

- Prepare a conversation about travel on page 13 in your Activity Book.
- Go to the Activity Book.

Song

- CD4 Track 16 p296
- CD4 Track 17 p296 (optional karaoke version)

Activity 5

- Read and think about your learning.
- What can you do now?

Ending the lesson

- Review the lesson and reflect on learning.

Activity Book

Lesson 8 Speaking and Self-evaluation 1

1 Complete the conversation. Use expressions to show excitement. Act out.

2 Prepare a conversation

3 Write questions to ask a partner.

4 Have a conversation

5 Reflect on the unit. Read and complete

Activity Book page 14: Review

Work with a partner to do the quiz.

Activity Book

Activity 1

- Complete the conversation. Use expressions to show excitement. Act out.

Activity 2

- Make notes about travel.

Activity 3

- Write questions to ask a partner.

Activity 4

- Talk with your partner about travel.

Activity 5 My progress

- Read and complete the sentences.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review holiday language.

- Invite a pupil to the front of the class. Ask the pupil to think of a holiday destination. Prompt the class to ask closed questions to find out where it is and how they can get there. If necessary, write prompts on the board. When the class guesses correctly, repeat with another pupil.

Set learning outcomes.

- Say **Today we're going to learn and practise how to have a conversation about travelling and we're going to think about our learning.**

Pupil's Book Activity 1

Look at the photos. What do they show? How are they different?

- The pupils describe the three photos.

Pupil's Book Activity 2

Listen to the conversation. Has Alec ever been abroad?

► CD1 Track 17 p277

- Explain that Alec and Ella are talking about travelling. Play the CD. Ask the pupils which place Alec has been to.
- Play the CD again. The pupils complete the notes.

Answers: Yes, he's been to Scotland and France.

Pupil's Book Activity 3

Listen again. Complete the five questions that Ella asks.

► CD1 Track 17 p277

- The pupils complete the sentences.

Answers: Have you ever been abroad? Which is the most interesting place you've visited? How did you get there? Are you going anywhere this summer? Are you camping or staying in a hotel?

Pupil's Book Activity 4

Prepare a conversation about travel on page 13 in your Activity Book.

- Ask students what questions they would ask each other about travelling to another country or to another place.
- Direct them to Activity Book, page 13.

Activity Book

Activity 1

Complete the conversation. Use expressions to show excitement. Act out.

- In pairs, pupils complete the sentences and then act out.

Activity 2

Make notes about travel.

- The pupils complete the notes about themselves.

Activity 3

Write questions to ask a partner.

- Pupils write questions about travel to ask each other.

Activity 4

Talk with your partner about travel.

- In pairs, the pupils have a conversation about travel using the questions from Activity 3. One pupil asks the questions and the partner answers. They then swap roles.

Song

Read and discuss the questions.

- Go to the Song Bank on page 125.
- CD4 Track 16 p296
- CD4 Track 17 p296 (optional karaoke version)

Pupil's Book Activity 5

Read and think about your learning. What can you do now?

- Read the messages as a class. Then look back through the unit and prompt the pupils to identify other things they have learnt / done.

Activity Book

Activity 5: My progress

Read and complete the sentences.

- Read out the sentences. Encourage the pupils to think of different ways of completing them.
- The pupils complete the sentences.

Odd one out activity

- The pupils complete the odd one out activity.

Answers: hotel (It isn't a piece of camping equipment.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt and practised how to have a conversation about travelling and we've thought about our learning. What have you learnt?**

Activity Book page 14: Review

Work with a friend to do the quiz.

- Organise the class into pairs. Explain that they are going to work together to do a quiz. Set a time limit for the pupils to do this (10–15 minutes). Stress that the pupils are not competing with each other.
- Read out the six tasks that the pupils have to complete. Check understanding. Then say **Ready, steady ... Go!**
- Correct the answers as a class.

Answers: 2 1 reception 2 tourist, centre 3 Backpackers 3 Did you see the new comic shop while you were walking home? Did you buy anything there? 4 + to play decide, promise, agree + playing suggest, imagine, enjoy 5 1 They played music. 2 When the lifeboats were lowered into the water and they were swinging from side to side. 6 iceberg, a large piece of ice floating in the ocean

Key Competences and Key Learning Outcomes

- Watch and understand a video about different transport
- Think of ways to present balanced views
- Use balanced opinions to discuss a project about transport

Key language

- *cable car, cycle rickshaw, monorail, motorbike, underground*
- *Cycle rickshaws are good for the environment. Yes, but they only carry one or two people.*

Materials

- Pupil's Book p17; Activity Book p15; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards
- **Optional materials**
- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- **Think-Pair-Share** Review after school activities.
- Set learning outcomes and use the talk cards.

Activity 1

- Before you watch.
- Watch the video.
- **Unit 1 video p300**
- Read and say *true or false*.
- Correct the false sentences.

Activity 2

- Match the words to the pictures.
- Which form of transport does Amy mention in the video?

Activity 3

- Read, think and answer.

Video and 21st Century Skills 1

Today's programme is about transport. What transport do you have in your town? How do you go to school?

1 Watch the video. Read and say *true or false*. Correct the false sentences.

- Everyone in Max's dad's office walks to work.
- La Paz, in Bolivia, is a very flat city.
- The cable car in San Francisco has a cable under the road.
- Many people can sit in one cycle rickshaw.
- The monorail in Germany is less than 100 years old.

2 Match the words to the pictures. Which form of transport does Amy mention in the video?

motorbikes cable car underground cycle rickshaw monorail

3 Read, think and answer.

Having a balanced view

It is important to be balanced when you are working on a project. Read these tips. Can you think of any more tips?

For each idea, think of the good things ... and the bad things.

Take time to think about your ideas.

Share opinions.

4 Work with a partner. Think of good and bad things about each form of transport in your town.

cycle rickshaw bus taxi bicycle

Cycle rickshaws are good for the environment. Yes, but they only carry one or two people.

Key learning outcomes: watch and understand a video about transport
Ways of thinking: presenting balanced opinions and views

Activity 4

- Work with a partner.
- Think of good and bad things about each form of transport in your town.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Describe a type of transport for your partner to guess.

Activity Book

Presenting balanced opinions and views

Video and 21st Century Skills 1

1 Listen to the conversations. Write the letters in the correct places.

a It keeps you fit. b Tickets might be expensive. c It's not very good in bad weather. d It is easier to travel up the hill. e It is always on time. f Fewer people will use the roads. g I'm not always safe because of the cars. h It's good for the environment. i It is expensive to build.

Project 1: build a new cable car system.

Project 2: people use more bicycles.

Good things Bad things

2 **Cooperative learning** Work in pairs. Read the instructions. Discuss and complete.

Write a sentence to explain your transport project for your town. Then complete the chart with your balanced opinions.

Our transport project: _____

Good things _____ Bad things _____

3 Explain your ideas to another group. Can they add more things to your chart?

4 **Thinking Skills** Now decide if your project is a good idea or a bad idea.

Language Bank

What do you think?
Why is it a good / bad thing?
But maybe ...
I think that ...
Really? Why?
I agree / disagree.

Activity Book

Activity 1

- Listen to the conversations. Write the letters in the correct places.
- **CD1 Track 18 p277**

Activity 2

- Work in pairs. Read the instructions. Discuss and complete.

Activity 3

- Explain your ideas to another group. Can they add more things to your chart?

Activity 4

- Now decide if your project is a good or bad idea.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your students to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Think-Pair-Share Review types of transport in a city.

- Ask **How many different types of transport can you think of?** The class thinks silently for a minute.
- Then the pupils work with a Talk Partner to name different types of transport.
- Invite different Talk Partners to say a different type of transport. Write the name on the board.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the ideas have been recorded.

Set learning outcomes and use the talk cards.

- Say **Today we're going to watch a video and then talk about different types of transport.**
- Explain to pupils that in every unit they will watch a TV programme called Channel 21, which is presented by two children called Max and Amy. Each video will cover a different topic.

Pupil's Book Activity 1

Before you watch

- Look at the photo of Max and Amy and explain that these are the presenters of Channel 21.
- Read the speech bubble to pupils. Ask **What transport do you have in your town?** Elicit responses from a number of pupils.
- Ask **How do you go to school?** Elicit responses from a number of pupils.
- Read the questions in Activity 1. Explain that students have to say true or false.

Watch the video. Read and say true or false. Correct the false sentences. ▶ p300

- Watch Part 1.
- Ask a pupil to read out sentence 1. Ask the class whether they think the sentence is true or false. Repeat with sentences 2–5.
- Play Part 2. Students work in pairs. They correct the false sentences.

Answers: 1 F 2 F 3 T 4 F 6 F

1 They go by bike, bus, drive a car, scooter or walk.

2 It isn't flat. 4 One person can sit in a rickshaw.

5 More than 100 years old.

Pupil's Book Activity 2

Match the words to the pictures. Which form of transport does Amy mention in the video? ▶

- Ask what forms of transport pupils remember from the video.
- Ask them to look at item 1 and tell you what form of transport it is.
- Pupils work in pairs to complete the activity.

Answers: a monorail b cycle rickshaw c cable car
d underground e motorbikes

Pupil's Book Activity 3

Read, think and answer.

- Tell pupils that Amy and Max talk about how important it is to have a balanced view when working on a project. Ask what points Amy and Max present.
- Pupils work in pairs to read and think about each point. Ask why each point is important and how it can help them with their project.
- Ask if they can think of any more ideas.

Pupil's Book Activity 4

Work with a partner. Think of good and bad things about each form of transport in your town.

- Pupils work in pairs.
- Ask if they can think of any more ideas.
- Invite different Talk Partners to present their idea to the class.

Activity Book

Activity 1

Listen to the conversations. Write the letters in the correct places.

▶ CD1 Track 18 p277

- Ask **How do you get to school?** Elicit answers and write them on the board.
- Then ask what good and bad things these ways of getting to school have.

- Have pupils read the sentences and guess where they might go.
- Play the CD and complete the activity.

Answers: Project 1. Good things: d, e, f Bad things: b, i
Project 2. Good things: a, h Bad things: c, g

Activity 2

Work in pairs. Read the instructions. Discuss and complete. 👤

- Explain that pupils will do a project on transport in their town.
- Pupils work in small groups. Remind them to try and have a balanced view and to implement Max's and Amy's points on how to work on a project.
- Refer pupils to the language bank. Explain these phrases can help them communicate with each other.

Activity 3

Explain your ideas to another group.

Can they add more things to your chart? 💬

- Have groups share their charts and exchange ideas.
- Ask some groups to present their work to the class.

Activity 4

Now decide if your project is a good idea or a bad idea. 💡

- In their groups, pupils identify the good and bad points about their projects.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about different forms of transport. What have we learnt about them?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Reinforcement

- Invite a pupil to the front of the class. Have them describe a form of transport for the class to guess.
- Have pupils continue in small groups.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
 in large groups as a class

3 Which key competences did my pupils develop? Give a score from 1 to 5 (5 being the highest).Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including webpages)

8 What could I do differently next time I teach this unit?



Sports and hobbies

Unit overview

Key Competences and Key Learning Outcomes



- Review and name sports and equipment (Lesson 1)
- Practise using 'must' and 'need' to talk about sports (Lesson 1)
- Practise using the present perfect (Lessons 2 and 4)
- Review and name hobbies (Lesson 5)
- Practise expressing preferences
- Use extreme adjectives (Lesson 7)
- Watch and understand a video (Video and 21st Century Skills)



- Find connections between words (Lessons 1 and 3)



- Use the Pupil's App on Navio
- Investigate China



- Listen for general and specific information (Lessons 3 and 5)
- Practise rhythm and stress patterns in present perfect sentences (Lesson 4)
- Identify parts of an article (Lesson 7)
- Review learning and reflect on progress in the unit (Lesson 8)
- Practise activity types found in the Cambridge Exams: B1 Preliminary for Schools



- Understand the importance of controlling your temper (Lesson 3)
- Learn and practise how to initiate a conversation (Lesson 8)



- Work in pairs or small groups to practise and reinforce learning (All lessons)
- Do a communication activity (Lesson 5)
- Evaluate hobbies and abilities (Video and 21st Century Skills)



- Read a text (Lesson 3)
- Learn about China (Lesson 3)
- Read and write a magazine article (Lessons 6 and 7)

Vocabulary

Core vocabulary

archery, gymnastics, fencing, athletics, water polo, trampolining, martial arts, net, rope, racket, hoop, crash mat; sing in a choir, do circus skills, collect cards, belong to a sports club, go to drama class, do photography, do needlework, make models

Extension vocabulary (optional)

bend, dive, score, serve, shoot, stretch, do gardening, do yoga, do athletics, do modern dance, write blogs

Other vocabulary

after-school club, karate, kitesurfing, kung fu, martial arts, shuttlecock, skipping, tug-of-war; bow, court, field, goal posts, leotard, mask, running track, sword, target; balance, concentrate, discipline, flexibility, powerful, self-confident, self-control, speed, strength; monk, temple; amazing, astonishing, brilliant, enormous, fantastic, fascinating, massive; Internet access, online games, social networking site; tournaments

Recycled vocabulary

belt, champion, chess, school gym; get fit; hard-working

Structures

Core structures

Have I / you / we / they ever (been sailing)? Yes, I / you / we / they have. No, I / you / we / they haven't. Has he / she ever (done athletics)? Yes, he / she has. No, he / she hasn't. When did I / you / he / she / we / they (go sailing)? How long have I / you / we / they (played tennis)? I / You / We / They have (played tennis) for two years. How long has he / she (studied French)? He / She has (studied French) since last year.

Other structures

Why don't we talk about this picture first? What do you think about karate?

Recycled structures

You need (a net and a ball). You must (pass the ball to your teammates and hit it over the net). You mustn't (hit it with your hand). All five styles develop discipline and self-control. I prefer collecting stamps to cards. I'd rather collect stamps than cards. I think that Gisela is an amazing sportswoman.

Pronunciation

Rhythm and stress patterns in present perfect sentences



Literacy

Text type: a magazine article (non-chronological report; writing preparation)

Reading skills: scanning the text for key content

Writing skills: extreme adjectives for creating interest



Culture ... around the world

Kung fu and the Shaolin monks in China



21st Century Skills

Living in the world: achieving goals



Thinking skills

Forming conceptual links and associations (Lesson 1); Defining and describing (Lesson 1); Analysing and applying rules and patterns (Lessons 2, 4); Discussing and evaluating a martial art (Lesson 3); Comparing and contrasting (Lesson 5); Problem solving (Lesson 8); Evaluating (Lesson 8)



Cooperative learning

Working together (Lessons 1–8); Checking learning (Lessons 1–8); Reflecting and setting goals (Lessons 1–8); Collaborative writing (Lesson 7); Peer evaluation (Lesson 7); Initiating a conversation (Lesson 8); Expressing and respecting opinions (Lessons 1, 3, 6, 8)

Values

The importance of controlling your temper

Cross-curricular links

Links to Science First aid techniques

Suggested Arts and Crafts concepts Representing movement

Key Competences and Key Learning Outcomes

- Review and name sports and equipment
- Review and practise how to use 'must' and 'need' to talk about sports

- Find connections between words

Key language

- archery, athletics, crash mat, fencing, gymnastics, hoop, martial arts, net, racket, rope, trampolining, water polo; bow, court, field, goal posts, leotard, mask, running track, sword, target
- Extension: bend, dive, score, serve, shoot, stretch
- You need (a net). You must (pass the ball to your teammates).

Materials

- Pupil's Book pp18–19; Activity Book p16; Class CD1; Teacher's App on Navio
- Sports and equipment flashcards
- Optional materials
- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review and classify sports.
- Set learning outcomes.

Activity 1

- Look at Mei's photos.
- Answer the questions.

Vocabulary presentation

- Present the new vocabulary using the sports and equipment flashcards.

Activity 2

- Look and match with photos 1–12.
- Listen, check and repeat.
- CD1 Track 19 p277

Activity 3

- Listen and do the vocabulary quiz.
- CD1 Track 20 p278

Activity 4

- How do the words connect?

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Unit 2 Sports and hobbies Lesson 1 Vocabulary

Objectives In this unit, I will ...

- learn the names of sports and hobbies.
- ask and answer questions about sports and hobbies I've tried.
- learn about China and the history of kung fu.
- talk about how long I've done sports and hobbies.
- read and write a magazine article about a famous person.
- have a conversation about sport.
- learn how to achieve my goals.

1 Look at Mei's photos. Answer the questions.

- Which sports equipment have you used?
- What did you do with it?
- Which sport looks the most fun? Why?
- Which sports do you enjoy doing?

2 Look and match with photos 1–12. Listen, check and repeat.

archery gymnastics fencing athletics water polo trampolining martial arts net rope racket hoop crash mat

3 Listen and do the vocabulary quiz.

4 **Thinking Skills** How do the words connect?

tennis / badminton / fencing / archery / hoop / net / water polo / volleyball / gymnastics / martial arts

You need a racket to play tennis and badminton.

5 **Thinking Skills** Read the rest of Mei's message. Which fact do you think is untrue?

6 **Communicate** Ask and answer about sports.

What equipment do you need to play volleyball? You need a net and a ball.

What are the rules? You must pass the ball to your teammates and hit it over the net.

Key learning outcomes: identify and say the names of sports and equipment; talk about using equipment and rules; vocabulary: outdoor activities and equipment

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Extension
- Find out about China.
- Vocabulary extension
- Present six additional vocabulary items.

Activity Book

Unit 2 Sports and hobbies Lesson 1 Vocabulary

1 Read and write the sports.

1 _____ Place: indoors Materials: gloves, masks, swords	4 _____ Place: gym Materials: leotard, crash mats
2 _____ Place: running track and field Materials: shorts, T-shirt and trainers	5 _____ Place: outdoors Materials: bow, arrows, target, gloves
3 _____ Place: swimming pool Materials: goal posts, a ball	6 _____ Place: gym Materials: crash mats, ball

2 Read and complete the definitions.

- _____ in this activity you jump up and down on a device made of metal and fabric.
- _____ This object is oval shaped and it's got strings in the middle. You hold it in your hand when you play tennis.
- _____ This object is made of strings which are tied together. You need to hit the ball over this when you play volleyball.
- _____ This object is long and thin. It's usually made of cotton or nylon. You use it when you skip or go climbing.
- crash mat: _____
- hoop: _____

3 Read and remember the grammar in the lesson.

You must kick the ball. You **mustn't** touch the ball with your hands.

4 Read and answer about a sport you like. Can you guess your partner's sport?

- Where do people do this sport? People _____
- What materials do you need? _____
- What must you do? _____
- What mustn't you do? _____

Which is the odd one out? Why? tennis / rugby / archery / cricket

Activity Book

Activity 1

- Read and write the sports.

Activity 2

- Read and complete the definitions.

Activity 3

- Read and remember the grammar in the lesson.

Activity 4

- Read and answer about a sport you like. Can you guess your partner's sport?

Odd one out activity

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review and classify sports.

- Say **Name five (team) sports**. The pupils brainstorm ideas in groups. The first group to finish reads out their list. Repeat with a new challenge, e.g. water sports, etc.

Set learning outcomes

- Say **Today we're going to remember and learn the names of sports and equipment**.

Pupil's Book Activity 1

Look at Mei's photos. Answer the questions.

- Invite a pupil to read out the speech bubble to find out which school has sent a message. Ask **Do you know where China is?**
- Invite a pupil to read out the message from Mei. Check understanding.
- Work as a class to answer the questions.

Vocabulary presentation

- Present the new vocabulary using the sports and equipment flashcards. Hold up the first flashcard and elicit / say the word. For equipment, ask **Which sport uses a (net)?** For sports, ask **What equipment do you need for (fencing)?** Stick the flashcard on the board. Repeat with the other flashcards.

Pupil's Book Activity 2

Look and match with photos 1–12. Listen, check and repeat.

► CD1 Track 19 p277

- Ask the pupils to look at photo number 1. Ask **What's this?** In pairs, the pupils match 2–12 with the words.
- Play the CD. The pupils listen and check. Play the CD again, pausing after each word for the pupils to repeat. You can find the answers for this activity in the audioscript on page 277.

Pupil's Book Activity 3

Listen and do the vocabulary quiz.

► CD1 Track 20 p278

- Play the CD. Listen to the first definition, pausing at the beep to allow the pupils to name the item. Play the CD to listen to the answer.
- Repeat the procedure with the other definitions. You can find the answers for this activity in the audioscript on page 278.

Pupil's Book Activity 4

How do the words connect?

- Explain that the pupils are going to think of connections between two words. Invite a pupil to read out the example. In pairs, the pupils complete the activity.
- Check answers as a class.

Pupil's Book Activity 5

Read the rest of Mei's message. Which fact do you think is untrue?

- Invite a pupil to read out the message. The pupils read the information and decide which fact is untrue.
- Check answers as a class.

Answers: 4 (A badminton player can run more than 2km.)

Pupil's Book Activity 6

Ask and answer about sports.

- Invite two pupils to read out the speech bubbles.
- The pupils talk about about the equipment and rules for different sports.

Activity Book

Activity 1

Read and write the sports.

- Read out the information for number 1. The class identifies the sport. The pupils complete the activity.

Answers: 1 fencing 2 athletics 3 water polo 4 gymnastics 5 archery 6 martial arts

Activity 2

Read and complete the definitions.

- The pupils complete the definitions.

Answers: 1 trampolining 2 racket 3 net 4 rope 5 you use this to fall on when doing karate 6 you throw a ball through this

Activity 3

Read and remember the grammar in the lesson.

- Invite a pupil to read out the information. Encourage the pupils to think of other sports rules.

Activity 4

Read and answer about a sport you like.

Can you guess your partner's sport?

- The pupils answer the questions.
- In pairs, the pupils read their sentences and guess the sport.

Odd one out activity

Which is the odd one out activity.

- The pupils complete the odd one out activity.

Answers: archery (It isn't played with a ball.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of sports and equipment**.
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activities

Extension

- The pupils find five facts about China to present to the class.

Vocabulary extension

- Present six additional sports words: *bend, dive, score, serve, shoot, stretch*.
- Use the Vocabulary Booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes

- Listen to and read a dialogue
- Practise using the present perfect to talk about past activities
- Practise using the past simple to ask for specific information about past activities
- Identify examples of the present perfect and past simple in the dialogue

Key language

- *chess, kung fu, skipping, tug-of-war*
- *Have I / you / we / they ever (been sailing)? Yes, I / you / we / they have. No, I / you / we / they haven't.*
- *Has he / she ever (done athletics)? Yes, he / she has. No, he / she hasn't. When did I / you / he / she / we / they (go sailing)?*

Materials

- Pupil's Book p20; Activity Book p17; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Sports and equipment word cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)
- Dice

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review sports and equipment.
- Set learning outcomes.

Activity 1

- Describe the photo.
- Do you know the name of this activity?
- Read and listen to find out.
- ▶ *CD1 Track 21 p278*

Activity 2

- Read the dialogue again and correct the sentences.

2 Lesson 2 Grammar

1 Describe the photo. Do you know the name of this activity? Read and listen to find out.

2 Communicate Read the dialogue again and correct the sentences.

3 Look and learn.

4 Read and think. Choose.

5 Look at the dialogue in Activity 1 again. Find more examples of present perfect and past simple questions.

6 Communicate Ask and answer.

Key learning outcomes: use the present perfect and past simple to make questions
Grammar: present perfect and past simple questions

Activity 3

- Look and learn – Grammar wall

Activity 4

- Read and think.
- Choose.

Activity 5

- Look at the dialogue in Activity 1 again.
- Find more examples of present perfect and past simple questions.

Activity 6

- Ask and answer.
- ➔ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Reinforcement
- Play a game with dice.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Lesson 2 Grammar 2

1 Read and complete the questions. Use the correct form of the verbs. Ask and answer.

play do go do go do

1 Have you ever _____ horse riding?
2 Have you ever _____ volleyball?
3 Have you ever _____ judo?
4 _____ trampolining?
5 _____ mountain biking?
6 _____ archery?

2 Read the sentences and write questions. Use the past simple.

1 I've been sailing. Where _____?
2 I've been jogging. When _____?
3 I've tried fencing. Did _____?
4 I've played rugby. Was _____?

3 Listen and write the letter.

When did Sally do these activities?

1 sailing A last year
2 horse riding B last summer
3 volleyball C two months ago
4 rock climbing D yesterday
5 archery E the day before yesterday
F last weekend
G a couple of years ago

4 Read and answer. Ask and answer.

1 What's the most exciting sport you've done?
2 When did you do it?
3 What was it like?

Which is the odd one out? Why? cycling / ice hockey / jogging / horse riding

Activity Book

Activity 1

- Read and complete the questions. Use the correct form of the verbs. Ask and answer.

Activity 2

- Read the sentences and write questions. Use the past simple.

Activity 3

- Listen and write the letter.
- ▶ *CD1 Track 22 p278*

Activity 4

- Read and answer. Ask and answer.

Odd one out activity

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review sports and equipment.

- Place the sports and equipment word cards face down on a desk. The pupils work in groups of three.
- Pupil 1 collects a word card and defines the word for their group. Pupil 2 says the word and Pupil 3 spells it. The pupils change roles. Repeat with a new word card.

Set learning outcomes

- Say **Today we're going to learn how to talk about the sports we've tried in the past.**

Pupil's Book Activity 1

Describe the photo. Do you know the name of this activity? Read and listen to find out.

► CD1 Track 21 p278

- Prompt the pupils to describe the photo. Ask them if they know what the activity is called.
- Play the CD. The pupils listen and read the dialogue. Confirm that the activity is tug-of-war.

Pupil's Book Activity 2

Read the dialogue again and correct the sentences.

- In pairs, the pupils correct the sentences. (1 *Tug-of-war is a traditional Chinese sport.* 2 *Mei played tug-of-war last summer.* 3 *Mei has tried two other traditional Chinese sports.* 4 *Mei thinks that kung fu isn't violent.*)

Pupil's Book Activity 3

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Encourage the pupils to think about form and identify patterns. Say **The present perfect needs two verbs. Which is the first verb? What form is the second verb in?** Remind the pupils of the irregular verb list (Activity Book page 134).

Pupil's Book Activity 4

Read and think. Choose.

- Focus the pupils' attention on the Think about grammar box. The pupils complete the sentences in pairs.
- Check answers as a class (1 *present perfect* 2 *past simple*).

Pupil's Book Activity 5

Look at the dialogue in Activity 1 again. Find more examples of present perfect and past simple questions.

- In pairs, the pupils find examples of present perfect and past simple questions.

Pupil's Book Activity 6

Ask and answer.

- Invite two pupils to read out the speech bubbles to demonstrate the activity.
- In pairs, the pupils ask and answer questions.

Activity Book

Activity 1

Read and complete the questions. Use the correct form of the verbs. Ask and answer.

- The pupils complete the questions.
- Check answers as a class. In pairs, the pupils ask and answer the questions.

Answers: 1 been 2 played 3 done 4 Have you ever done 5 Have you ever been 6 Have you ever done

Activity 2

Read the sentences and write questions. Use the past simple.

- Remind the class that we use the past simple tense to ask for specific information about a past experience.
- Invite a pupil to complete and say the first question. The pupils complete the remaining questions.

Answers: 1 did you go sailing 2 did you go jogging 3 you like it 4 it fun

Activity 3

Listen and write the letter.

► CD1 Track 22 p278

- Ask the pupils to quickly read the notes. Then play the CD. The pupils listen and follow in their books.
- Play the CD again, pausing after each piece of key information. The pupils write the letter.

Answers: 1 A 2 G 3 D 4 B 5 C

Activity 4

Read and answer. Ask and answer.

- The pupils answer the questions. They then work in pairs to ask and answer the questions.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: ice hockey (It uses the verb 'play' the others use the verb 'go'.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt how to talk about the sports we've tried in the past.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Reinforcement

- Choose a pupil to throw a dice. The rest of the class shouldn't see the number on the dice.
- Ask **Have you ever (been horse riding)?** The pupil answers according to the number on the dice (1–3 = truth, 4–6 = false). If the answer is yes, ask more specific questions using the past simple. The class listens and decides if the answer is true or false.
- Repeat the procedure with different pupils. Prompt the class to ask questions.

Key Competences and Key Learning Outcomes

- Read information with confidence and fluency
- Use the Internet to investigate China
- Listen for general and specific information
- Understand the importance of controlling your temper
- Learn about China and the history of kung fu and Shaolin monks
- Express an opinion on the text

Key language

- *balance, discipline, flexibility, monk, powerful, self-control, speed, strength, temple*
- *All five styles develop discipline and self-control.*

Materials

- Pupil's Book p21; Activity Book p18; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review actions related to different sports.
- Set learning outcomes.

Activity 1: Before you read

- Read and discuss.

Activity 2

- Listen and read.
- ▶ **CD1 Track 23 p278**
- ➔ Go to the Activity Book.

Give Me Five! values

- Read and discuss.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Create sports similes.

Activity Book

Activity Book: After you read

Activity 1

- Remember the information. Read and answer the questions.

Activity 2

- Listen and complete the notes. Write one, two or three words each time.
- ▶ **CD1 Track 24 p278**

Activity 3

- What do you think of the information?

Activity 4

- Find out about China with your family.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review actions related to different sports.

- The pupils brainstorm actions associated with different sports, e.g. football: kick, score, save, run, jump; volleyball: throw, hit, jump, dive, etc.

Set learning outcomes.

- Say **Today we're going to read some information about kung fu.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the questions as a class. Encourage the pupils to share information about the sport and to give their opinions.

Pupil's Book Activity 2

Listen and read.

► CD1 Track 23 p278

- Play the CD. The pupils follow in their books.
- Ask questions to check understanding.

Suggested comprehension questions:

- Dictionary box: **What does kung fu mean?** (*Skill through hard work.*)
- Paragraph 1: **When was kung fu first used?** (*About 1,500 years ago.*)
- Paragraph 2: **How many styles of kung fu do the Shaolin monks have?** (*Five styles.*)
- Paragraph 3: **What sport can the trainee monks play in their free time?** (*Football.*)

Activity Book: After you read

Activity 1

Remember the information. Read and answer the questions.

- Invite a pupil to answer the first question.
- The pupils work on their own or in pairs to answer the remaining questions.

Answers: 1 began 1,500 years ago. 2 wanted to defend their temples. 3 have appeared on television. 4 crane style helps you to balance. 5 sleep eight hours.

Activity 2

Listen and complete the notes. Write one, two or three words each time.

► CD1 Track 24 p278

- Read out the notes as a class. Ask the pupils to guess the missing words.
- Play the CD without pausing. The pupils listen and complete as much information as possible.
- Play the CD again, pausing after each piece of key information to check the answer.

Answers: 1 interesting 2 last year 3 five styles 4 long legs 5 dragon 6 getting up early

Activity 3

What do you think of the information?

- The pupils write their opinion and give a rating.
- Invite different pupils to share their opinions.

Activity 4

Find out about China with your family.

- Read out the questions about China. Ask **Where can you find out this information?** (*Internet, library, asking friends and family.*) The pupils complete the activity at home.
- If you prefer to do this activity in class, connect to a children's website which has information about China, such as www.sciencekids.co.nz/sciencefacts/countries/china.html or <http://kids.nationalgeographic.com/explore/countries/china>.
- Read out the questions. The pupils work as a class to find and write the answers.

Answers: 1 five 2 the Yangtze river 3 8,850km 4 in bamboo forests 5 Shanghai

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: elephant (It isn't a kung fu style.)

Give Me Five! values

Read and discuss.

- Read out the questions and discuss them as a class.
- Explain that it is normal to feel angry sometimes. Discuss how to recognise when we are angry, the importance of being able to talk about our feelings and the different strategies we can use to control our temper.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read some information about kung fu.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- Review the five animals on which kung fu styles are based.
- Explain that we can describe a sports person by comparing their action with an animal. On the board write **He jumps like a ...** Ask the pupils to complete it with an animal.
- Brainstorm other sports actions. In pairs, the pupils create other sports similes.

Key Competences and Key Learning Outcomes

- Act out a short dialogue in pairs
- Learn and practise using the present perfect to talk about how long you have done different activities
- Analyse and apply rules for using the present perfect with 'for' and 'since'
- Identify and practise using correct rhythm and stress in present perfect sentences

Key language

- belt, concentrate, get fit, karate*
- How long have I / you / we / they (played tennis)?*
I / You / We / They have (played tennis) for two years.
How long has he / she (studied French)? He / She has (studied French) since last year.

Materials

- Pupil's Book p22; Activity Book p19; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review sports and hobbies.
- Set learning outcomes.

Activity 1

- Listen and read.
- ▶ *CD1 Track 25 p279*
- Act out.

Activity 2

- Look and learn – Grammar wall

Pupil's Book

2 Lesson 4 Grammar and Pronunciation

1 Listen and read. Act out.  CD 25

Callum: Are you interested in martial arts, Tom?
Tom: Yes, I am. I do karate twice a week.
Callum: I didn't know that. Do you like it?
Tom: Yes, it's good fun. I get fit and it helps me concentrate, too.
Callum: How long have you done karate?
Tom: I've done it since I was eight. I've got an orange belt now.
Callum: Really? How long have you had your orange belt?
Tom: I've had it for six months. If I work hard, I'll get a green belt next.
Callum: Can you show me a karate move?
Tom: Yes, of course. Watch this!

2 Look and learn.

Grammar Wall

Present perfect

How long	have	I/you/we/they	played tennis?
	has	he/she	studied French?
I/You/We/They	have		played tennis for two years.
He/She	has		studied French since last year.

3 Read and think. Choose. 

Think about grammar

- We use **for** to talk about the period of time.
For: two days, six months, one year, a long time
- We use **since** to say when the action started.
Since: Friday last year, 5th November, I was five
- We use the present perfect with **for** or **since** when the action has / hasn't finished.

4 Look at the article on page 21 and the dialogue in Activity 1 again. Find more examples of the present perfect.

5 Listen and read. Why are some words underlined? Listen again and repeat.  CD 26

Pronunciation

- How long have you played the piano?
- I've played the piano for three years.
- How long have you worn glasses?
- I've worn glasses since I was six.
- How long has she lived next door?
- She's lived next door for a long time.

6  **Communicate** Ask and answer. Think of more activities.

study English? have a career?
play football? live in Madrid?
like pop music? do athletics?

Do you study English?
Yes, I do.

How long have you studied English?
I've studied it for six years.

Key learning outcomes: practise rhythm and stress patterns in present perfect sentences
Grammar: present perfect

Activity 3

- Read and think.
- Choose.

Activity 4

- Look at the article on page 21 and the dialogue in Activity 1 again.
- Find more examples of the present perfect.

Activity 5

- Listen and read.
- ▶ *CD1 Track 26 p279*
- Why are some words underlined?
- Listen again and repeat.

Activity 6

- Ask and answer.
- Think of more activities.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

- Reinforcement**
- Play a game with time expressions.

Activity Book

Lesson 4 Grammar and Pronunciation 2

Present perfect

1 Write the sentences in the present perfect. Use *for* or *since*.

- play chess (six years) I've played chess for six years.
- know my friend (I was three) I _____
- do gymnastics (last year) He _____
- have short hair (two days) She _____

2 Read and write the questions.

- How long have you _____? I've lived in this town since I was born.
- She's studied French for ten months.
- _____? They've played in the team since September.
- _____? He's liked football since he was five.
- _____? He's done kung fu for four years.

3 Underline the stressed words in the sentences. Listen and check.  CD 26

PRONUNCIATION

- I've played the video for two years.
- How long have they studied English?
- She's been ill since Saturday.
- He's worn glasses for six months.
- I've had a dog since last year.
- How long has she known her friend?

4 Read and answer the questions. Ask and answer. 

- How long have you studied at this school?
I've _____
- How long have you known your best friend?
I've studied at my school since I was five. What about you?
- How long have you lived in your house?
- How long have you watched your favourite TV programme?
- How long have you done your favourite sport?

For more grammar practice go to page 103.

Which is the odd one out? Why? one month / September / five years / one hour

Activity Book

Activity 1

- Write the sentences in the present perfect. Use *for* or *since*.

Activity 2

- Read and write the questions.

Activity 3

- Underline the stressed words in the sentences. Listen and check.

▶ *CD1 Track 27 p279*

Activity 4

- Read and answer the questions. Ask and answer.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review sports and hobbies.

- Ask **Do you do any sports or hobbies?** Invite a pupil to answer. **What equipment do you use?**
- In pairs, the pupils have three minutes to tell each other about sports and hobbies they do.

Set learning outcomes

- Say **Today we're going to talk about how long we've done different sports and activities.**

Pupil's Book Activity 1

Listen and read. Act out.

► CD1 Track 25 p279

- The pupils look at the photos. Ask **What are Callum and Tom talking about in photo 1? What is Tom doing in photo 2?**
- Play the CD. Check understanding. Ask **What sport does Tom do? When did he begin it?**
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the dialogue in pairs.

Pupil's Book Activity 2

Look and learn – Grammar wall

- Read the information on the Grammar wall as a class.
- Encourage the pupils to think about the difference between 'for' and 'since'. Ask **Do we use 'for' or 'since' if we say when the action started? (Since.)** Give examples, e.g. **since (last week)**. Ask **Do we use 'for' or 'since' if we say the period of time? (For.)** Give examples, e.g. **for (10 minutes)**.

Pupil's Book Activity 3

Read and think. Choose.

- Focus the pupils' attention on the Think about Grammar box. Read out the sentences as a class. The pupils complete the final sentence in pairs.
- Check answers as a class. (3 hasn't)

Pupil's Book Activity 4

Look at the article on page 21 and the dialogue in Activity 1 again. Find more examples of the present perfect.

- In pairs, the pupils find examples of the present perfect.

Pupil's Book Activity 5

Listen and read. Why are some words underlined? Listen again and repeat.

► CD1 Track 26 p279

- Play the CD, pausing after each sentence. The pupils identify that the underlined words are stressed.
- Play the CD again. The pupils listen and repeat.

Pupil's Book Activity 6

Ask and answer. Think of more activities.

- Invite two pupils to read out the speech bubbles. Then invite other pairs of pupils to have a similar exchange, using the different prompts.
- In pairs, the pupils ask and answer questions.

Activity Book

Activity 1

Write the sentences in the present perfect. Use *for* or *since*.

- Invite a pupil to read out the example.
- The pupils write the sentences.

Answers: 1 played chess for six years. 2 've known my friend since I was three. 3 's done gymnastics since last year. 4 's had short hair for two days.

Activity 2

Read and write the questions.

- The pupils write the questions.

Answers: 1 lived in this town? 2 How long has she studied French? 3 How long have they played in the team? 4 How long has he liked football? 5 How long has he done kung fu?

Activity 3

Underline the stressed words in the sentences. Listen and check.

► CD1 Track 27 p279

- In pairs, the pupils underline the stressed words.
- Play the CD. The pupils listen and check.

Answers: 1 played, violin, two, years 2 long, studied, English 3 been, ill, Saturday 4 worn, glasses, six, months 5 had, dog, last, year 6 long, known, friend

Activity 4

Read and answer the questions. Ask and answer.

- The pupils write the answers to the questions.
- They ask and answer the questions in pairs.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: September (It isn't a period of time.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've talked about how long we've done different sports and activities.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- The class stands up. Say different time expressions. The pupils stand for expressions used with 'for' and sit down for expressions used with 'since'.

Key Competences and Key Learning Outcomes

- Review and name hobbies
- Practise expressing preferences
- Practise activity types found in the Cambridge Exams: B1 Preliminary for Schools
- Learn how the suffixes *-er* and *-or* change some verbs to nouns
- Listen for gist and specific information
- Do a communication task

Key language

- belong to a sports club, do circus skills, collect cards, go to drama class, do photography, do needlework, make models, sing in a choir*
- Extension: *do gardening, do yoga, do modern dance, write blogs*
- I prefer collecting stamps to cards. I'd rather collect stamps than cards.*

Materials

- Pupil's Book p23; Activity Book p20; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review the present perfect with *for* or *since*.
- Set learning outcomes.

Activity 1

- Look and match.
- Listen, check and repeat.
- ▶ CD1 Track 28 p279

Activity 2

- Listen and say A, B or C.
- ▶ CD1 Track 29 p279

Activity 3

- Listen again.
- ▶ CD1 Track 29 p279
- Which expressions do the children use to say what they prefer?

Lesson 5 Vocabulary, Listening and Speaking 2

1 Look and match. Listen, check and repeat.

sing in a choir do circus skills collect cards belong to a sports club
go to drama class do photography do needlework make models

2 Listen and say A, B or C.

Listening tip! Listen for the general idea first. Focus on the words you know.

1 What does Sophie enjoy collecting? 2 What's Sam's hobby?

3 Listen again. Which expressions do the children use to say what they prefer?

4 Communicate Ask and answer to complete the chart.

Key learning outcomes: identify and say the names of different hobbies, listen for specific information, talk about hobbies Vocabulary: hobbies

Activity 4

- Ask and answer to complete the chart (Teacher's Resource Bank: Unit 2).

Ending the lesson

- Review the lesson and reflect on learning.

Extra activities

Reinforcement

- Play a mime game.

Vocabulary Extension

- Present four additional vocabulary items.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Activity Book

Activity 1

- Choose four hobbies from the lesson which you think are interesting. Compare with a partner.

Activity 2

- Read the text and the sentences. Write A (right), B (wrong) or C (doesn't say).

Activity 3

- Read and learn.

Activity 4

- Add *-er* or *-or* to change these verbs into nouns.

Odd one out activity

2 Lesson 5 Vocabulary, Reading and Writing

1 Cooperative Learning Choose four hobbies from the lesson which you think are interesting. Compare with a partner.

2 Read the text and the sentences. Write A (right), B (wrong) or C (doesn't say).

Stamp collecting

Do you know that more than 200 million people around the world enjoy stamp collecting? The first stamp appeared in Britain in 1840 and it was called the Penny Black. It had a picture of the queen of England on the front, but it didn't have a sticky back. People had to use their own glue to stick it to the envelope. Nowadays, more than 200 countries around the world produce their own stamps and some of them are miniature works of art. There have been lots of unusual stamps too. The Pacific island of Tonga once issued banana-shaped stamps and Australia issued stamps that looked like precious stones. However, the prize for the most unusual stamp goes to Eritulia. This country once produced stamps that looked like a record and you could actually play them on a record player!

1 The first stamp appeared more than 200 years ago.

2 The Penny Black was a black stamp.

3 Some stamps have beautiful drawings on them.

4 Stamps are always rectangular.

5 The Australian stamps were very expensive.

6 You could listen to stamps from Eritulia.

3 Read and learn.

Word building

A suffix is a group of letters that is added to the end of a word. You can add *-er* or *-or* to some verbs to make the names of the people who do the actions.

to collect – a collector
to teach – a teacher

4 Add *-er* or *-or* to change these verbs into nouns.

1 to play _____ a player _____

2 to design _____

3 to instruct _____

4 to report _____

5 to act _____

6 to direct _____

7 to clean _____

8 to sail _____

9 to decorate _____

20 Which is the odd one out? Why? footballs / stamps / stickers / posters

Activity Book

Activity 1

- Choose four hobbies from the lesson which you think are interesting. Compare with a partner.

Activity 2

- Read the text and the sentences. Write A (right), B (wrong) or C (doesn't say).

Activity 3

- Read and learn.

Activity 4

- Add *-er* or *-or* to change these verbs into nouns.

Odd one out activity

Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review the present perfect with *for* or *since*.

- Choose a pupil and say **Your (pencil case) is really cool. How long have you had it?** Prompt the pupil to answer with a full sentence using 'for' or 'since'. Repeat the procedure with other pupils.
- In pairs, the pupils ask and answer questions about each other's possessions.

Set learning outcomes

- Say **Today we're going to learn the names of some more hobbies and you're going to work together to complete a chart.**

Pupil's Book Activity 1

Look and match. Listen, check and repeat.

► CD1 Track 28 p279

- In pairs, ask the pupils to match the words they know with the numbers 1–8 in the picture.
- Play the CD. The pupils listen and check.
- Play the CD again, pausing after each phrase for the pupils to repeat. You can find the answers for this activity in the audioscript on page 279.

Pupil's Book Activity 2

Listen and say A, B or C.

► CD1 Track 29 p279

- Invite a pupil to describe the first three photos in the activity. Read Listening tip! as a class.
- Play the CD. The pupils listen and identify the correct photo.
- Repeat the procedure with the second set of photos.

Answers: 1 A 2 B

Pupil's Book Activity 3

Listen again. Which expressions do the children use to say what they prefer?

► CD1 Track 29 p279

- Invite a pupil to read out the four expressions.
- Play the CD again. The pupils listen and identify the expressions that the children use.

Answers: I'd rather collect stamps than cards. I prefer making models now.

Pupil's Book Activity 4

Ask and answer to complete the chart (Teacher's Resource Bank: Unit 2).

- Explain to the pupils that they are going to complete a chart. Invite two pupils to read out the speech bubbles.
- Organise the class into pairs (A and B). Refer to Teacher's Resource Bank: Unit 2 for material.
- Invite two pupils to demonstrate the activity. The rest of the class then do the same in their pairs.

Activity Book

Activity 1

Choose four hobbies from the lesson which you think are interesting. Compare with a partner.

- Draw the line on the board. Write *boring* and *brilliant* at either end.
- Ask a pupil to write one of the hobbies from Activity 1 in the Pupil's Book onto the line. The position will reflect how boring or interesting the pupil finds the hobby. Repeat the procedure with other hobbies.
- The pupils work on their own to complete the activity.
- Then invite two pupils to read out the speech bubbles. In pairs, the pupils compare the information on their lines.

Activity 2

Read the text and the sentences.

Write A (right), B (wrong) or C (doesn't say).

- Ask **Do you collect stamps?**
- Check understanding of text by asking questions. Pupils complete activity individually.

Answers: 1 B 2 C 3 A 4 B 5 C 6 A

Activity 3

Read and learn.

- Read the information as a class. Encourage the pupils to think of other examples.

Activity 4

Add -er or -or to change these verbs into nouns.

- The pupils work in pairs or on their own to make the nouns by adding -er or -or.
- Answers: 1 a player 2 a designer 3 an instructor
4 a reporter 5 an actor 6 a director 7 a cleaner 8 a sailor
9 a decorator

Odd one out activity

Which is the odd one out? Why?

Answers: footballs (They aren't flat.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt the names of some hobbies and you've worked together to complete a chart.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs.

Extra activities

Reinforcement

- In pairs, pupils mime a word for their partner to guess.

Vocabulary extension

- Present additional hobbies: *bend, dive, score, serve, shoot, stretch, do gardening, do yoga, do, do modern dance, write blogs.*
- Use the Vocabulary booster on NAVIO to practise these new words.

Key Competences and Key Learning Outcomes

-  Practise talking about famous people
-  Do pre-reading tasks to predict content and raise interest
- Read a text for general understanding
- Scan the text for key content
-  Share what you know about this type of text
-  Read a magazine article
- Give an opinion on the text

Key language

- champion, hard-working, kitesurfing, self-confident*
- I think that Gisela is an amazing sportswoman.*

Materials

- Pupil's Book p24; Activity Book p21; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review hobbies from Lesson 5.
- Set learning outcomes.

Activity 1:
Before you read

- Read and discuss.

Activity 2

- Look at the photos.
- Why do you think this person is famous?
- Read and find out.

Activity 3: After you read

- What do you think?
- Go to the Activity Book.

Pupil's Book

2 Lesson 6 Reading

Before you read

1 Read and discuss.

- Are you interested in reading about the lives of famous people? Why? / Why not?
- Where can we find out information about them?
- Which famous people have you read about in magazines? What did you find out?

2 Look at the photos. Why do you think this person is famous? Read and find out.

Reading tip
Look at the pictures before you read. Try and guess what they show.

My favourite sports star

Gisela Pulido is an incredible kitesurfer. She can travel across the waves at more than 40km/h and jump ten metres into the air before landing in the water again.

Gisela was born in Barcelona in 1994 and from a young age she loved sports. She began having kitesurfing lessons when she was eight, and in 2003 she entered the European Junior Championships and won first place in the under-14 category. After that, her family decided to move to Tarifa in the south of Spain so she could combine training with her school work. In the summer holidays, she travelled all around the world to compete in international kitesurfing competitions. When she was only ten, Gisela became the youngest kitesurfing world champion and since then she's been the world champion ten more times. Gisela is still one of the best kitesurfers in the world.

She's hard-working and self-confident and she loves her sport. She also loves new challenges. She's raced a ferry in the Mediterranean Sea and she's sailed the enormous waves in the south of Australia.

Now, there is a Gisela Pulido kitesurfing school in Tarifa, with a shop that sells great kitesurfing equipment.

I think that Gisela's an amazing sportswoman! I'm sure that she'll win a lot more competitions in the future. You can follow Gisela on many social media sites. *Written by Sofiantha Owen aged 14*

After you read

3 What do you think?

- Do you think Gisela is an interesting person? Why? / Why not?
- Which information in the article is the most interesting?
- Would you like to find out more information about Gisela? What would you like to know?

Go to page 21 in your Activity Book.

24

Key learning outcomes: read a magazine article for general understanding; scan an article for specific information; discuss the article's main features and parts.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Role play an interview with Gisela.

Activity Book

Lesson 6 Reading 2

After you read

1 Which questions does the text answer? Tick (✓) or cross (✗).

- When was Gisela born?
- When did she begin to kitesurf?
- Why did Gisela move to Tarifa?
- What was her favourite school subject?
- What's the most difficult kitesurf trick?
- When was the world champion the first time?
- What's Gisela like?
- How many times has she been world champion?

2 Look at Activity 1. Write a paragraph using answers for the questions that you have ticked (✓).

Gisela was born _____

3 Listen and complete the leaflet about safety on the water.

Safety on the water

Remember these simple rules so that you and other people have a safe and fun time on the water.

Always

Wear a 1 _____ a lifejacket and a quick release harness.

Check your 2 _____ and repair any damage.

Carry a 3 _____ so you can out your life slings.

Check the 4 _____ before you ride.

Never

Ride too 5 _____ from the shore.

Practice 6 _____ next to the beach.

Kitesurf in a 7 _____ area.

4 Find out two more facts about Gisela Pulido. Write sentences.

- _____
- _____

Which is the odd one out? Why? kitesurfing / waterskiing / skiing / windsurfing

Activity Book: After you read

Activity 1

- Which questions does the text answer? Tick (✓) or cross (✗).

Activity 2

- Look at Activity 1. Write a paragraph using answers for the questions that you have ticked (✓).

Activity 3

- Listen and complete the leaflet about safety on the water.

▶ CD1 Track 30 p279

Activity 4

- Find out two more facts about Gisela Pulido. Write sentences.

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review hobbies from Lesson 5.

- In pairs, challenge the pupils to remember eight hobbies from Lesson 5. Then quickly review their ideas as a class.

Set learning outcomes.

- Say **Today we're going to read an article about an incredible sports person.**

Pupil's Book Activity 1: Before you read

Read and discuss.

- Read the questions as a class. Prompt the pupils to answer in as much detail as possible.

Pupil's Book Activity 2

Look at the photos. Why do you think this person is famous? Read and find out.

- Discuss the photos as a class. Encourage the pupils to predict why the person is famous. Then read the magazine article to find out.
- Confirm that Gisela is one of the best kitesurfers in the world and that she has been the world champion ten times.

Pupil's Book Activity 3: After you read

What do you think?

- Read the first two questions as a class. Prompt the pupils to give their opinions. Encourage them to give a reason each time.
- Then ask the pupils to think of more information that they would like to find out about Gisela.

Activity Book: After you read

Activity 1

Which questions does the text answer? Tick (✓) or cross (X).

- Read the questions as a class. The pupils work on their own to identify which questions are answered in the text, consulting the magazine article in the Pupil's Book as they do so.

Answers: 1 ✓ 2 ✓ 3 ✓ 4 X 5 X 6 ✓ 7 ✓ 8 ✓

Activity 2

Look at Activity 1. Write answers for the questions that you have ticked (✓).

- The pupils work with a partner or on their own to answer questions 1, 2, 3, 6, 7 and 8 in Activity 1. They look for the answers in the Pupil's Book each time.

Answers: 1 Gisela was born in 1994. She began to kitesurf when she was eight. She moved to Tarifa so she could combine training with her schoolwork. She was world champion for the first time when she was ten. She's hard-working and self-confident. She's been world champion ten times.

Activity 3

Listen and complete the leaflet about safety on the water.

► CD1 Track 30 p279

- Read the safety rules as a class. Encourage the pupils to predict the missing words each time.
- Play the CD. The pupils listen and complete as much of the information as possible. They check their answers with a partner.
- Play the CD again, pausing after each piece of information. The pupils complete and check their answers.

Answers: 1 helmet 2 equipment 3 knife 4 weather 5 far 6 jumping 7 swimming

Activity 4

Find out two more facts about Gisela Pulido. Write sentences.

- Ask the class to find out two more facts. The pupils can do this at home or in the classroom if you have an Internet connection.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: skiing (It isn't a water sport.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read an article about an incredible sports woman.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- Focus the class on the questions in Activity 1 of the Activity Book (page 21). Invite different pupils to change each question to the second person, i.e. *When were you born? When did you begin to kitesurf?*
- In pairs, the pupils role play an interview between a journalist and Gisela.

Key Competences and Key Learning Outcomes

-  Learn and practise how to use extreme adjectives
-  Identify the text features of a magazine article
-  Use criteria to check your writing
-  Share and discuss your writing with a partner
-  Write a magazine article about a famous person

Key language

- amazing, astonishing, brilliant, enormous, fantastic, fascinating, massive*
- Ross is mad about (flying).*

Materials

- Pupil's Book p25; Activity Book p22; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)
- Photos of famous people

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review describing famous people.
- Set learning outcomes.

Activity 1: Investigate a text

- Read the information.
- Write two open and two closed questions about Ross Lynch.

Activity 2

- Read the article.
- Does it answer your questions?

Activity 3: Discuss a text

- Read the article again.
- Answer the questions.

Text type: a magazine article

Lesson 7 Writing 2

Investigate a text

1 Read the information. Write two open and two closed questions about Ross Lynch.

It's a good idea to make a list of questions before you research a person. Closed questions have got two possible answers: yes and no. Does Gisela live in Tarifa? Open questions have got different possible answers. Why does Gisela live in Tarifa?

2 Read the article. Does it answer your questions?

MY FAVOURITE STAR Written by Julie Allen (aged 12)

title → Ross Lynch is an American singer, musician, dancer and actor.

introduction → He was born in Colorado in 1995 and he started dancing when he was very young. When he was 12, his family moved to California. He learnt how to play the guitar there and he created a band called RS with two of his brothers, his sister and a friend. Ross also started acting, and when he was 16 he won the part of Austin Moon in the popular television series *Austin and Ally*. Since then, he's appeared in several films and he's recorded some brilliant music. CDK. He's won many awards for his acting and music videos.

biographical facts → Ross loves flying and making model planes. He also enjoys drawing and sketching in his free time.

unusual facts → I think that Ross is a fantastic actor and musician. I'm sure that he'll be a huge star in the future.

opinion →  photo

Discuss a text

3 Read the article again. Answer the questions.

1 What's the title? 4 Which facts are in the third paragraph?
2 What do we find out in the introduction? 5 What's the writer's opinion?
3 Which facts are in the second paragraph? 6 Why is there a photo?

Writing skills: Extreme adjectives

We use extreme adjectives to make texts more exciting and more interesting to read.

good – brilliant, fantastic, amazing surprising – astonishing
big – huge, enormous, massive interesting – fascinating

Remember that we can't write very before an extreme adjective.

4 Look at both articles again. Find examples of extreme adjectives.

→ Plan and write a magazine article about a famous person on page 22 in your Activity Book.

Key learning outcomes: Identify and write open and closed questions. Identify parts of an article; write a magazine article; use extreme adjectives.

Writing skills

- Read about extreme adjectives.

Activity 4

- Look at both articles again.
- Find examples of extreme adjectives.
- Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Find three interesting facts about famous people.

Activity Book

2 Lesson 7 Writing

Develop your writing skills

1 Complete the sentences. Use an adjective.

enormous – fascinating – brilliant – astonishing

1 The report about Gisela Pulido was _____.

I learnt lots of interesting facts.

2 Gisela's kite is _____ it collects lots of wind.

3 I think Ross Lynch is a _____ actor.

4 It's _____ to learn that all Ross Lynch's family have names that begin with the letter R.

Plan your writing

2 **Cooperative learning** Work with a partner. Plan your magazine article about a famous person. Make notes.

1 Title: _____

2 Famous person: _____

3 What's he / she famous for? _____

4 When was he / she born? _____

5 What did he / she do first? _____

6 What has he / she done since then? _____

7 Interesting facts: _____

8 Opinion: _____

3 Now write your magazine article in your notebook. Remember to use extreme adjectives.

4 **Learning to learn** Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

I've included a title.

I've introduced my famous person.

I've included biographical information.

There are some interesting facts.

I've given an opinion.

I've used one or more extreme adjectives.

22 Which is the odd one out? Why? huge / enormous / try / massive

Activity Book

Activity 1: Develop your writing skills

- Complete the sentences.
- Use an adjective.

- Activity 2: Plan your writing**
- Work with a partner. Plan your magazine article about a famous person. Make notes.

Activity 3

- Now write your magazine

article in your notebook. Remember to use extreme adjectives.

Activity 4

- Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (✗).

Odd one out activity

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review describing famous people.

- Think of a famous person that the pupils know. Describe the person's appearance, character and what he / she is famous for. The pupils try to name the person.
- If you have a photo of the person, show it to the class. Encourage the pupils to add any other information they know.
- Repeat the procedure with other famous people.

Set learning outcomes

- Say **Today we're going to read and write an article about a famous person.**

Pupil's Book Activity 1: Investigate a text

Read the information. Write two open and two closed questions about Ross Lynch.

- Read the information as a class.
- The pupils work in pairs to think of two open and two closed questions about Ross Lynch.
- Invite different pairs to read out their questions.

Pupil's Book Activity 2

Read the article. Does it answer your questions?

- The pupils read the magazine article. They check whether their questions are answered.

Pupil's Book Activity 3: Discuss a text

Read the article again. Answer the questions.

- Read and discuss the questions as a class. Highlight that a good article has a clear title and introduction, biographical facts and some interesting or unusual information. The writer should also give a personal opinion about the famous person.

Writing skills

- Read about using extreme adjectives.
- Encourage the pupils to say the adjectives in an exaggerated, emphatic way in order to highlight their extreme meaning, e.g. *amazing*, *enormous*.

Pupil's Book Activity 4

Look at both articles again. Find examples of extreme adjectives.

- The pupils look at the articles in Lessons 6 and 7 to find examples of extreme adjectives.

Activity Book

Activity 1: Develop your writing skills

Complete the sentences. Use an adjective.

- The pupils work on their own or in pairs to complete the sentences.

Answers: 1 fascinating 2 enormous 3 brilliant
4 astonishing

Activity 2: Plan your writing

Work with a partner. Plan your magazine article about a famous person. Make notes.

- Read out the notes as a class. Check understanding.
- In pairs, the pupils choose a famous person and make notes.
- **Note:** the pupils will need time to research their famous person. If you have Internet access in the classroom, they can do this in class time. Alternatively, they can complete the notes as homework.

Activity 3

Now write your magazine article in your notebook. Remember to use extreme adjectives.

- The pupils write their articles in their notebooks.

Activity 4

Read your magazine article to a new partner. Then check your work together. Put a tick (✓) or a cross (X).

- Read through the statements as a class.
- Organise the class into new partners. One pupil reads aloud their text. The other pupil listens. The pupils work together to decide if the text fulfils the criteria and tick the corresponding boxes. The pupils can add, improve or correct the text at this stage.
- The pupils swap roles.

Odd one out activity

Which is the odd one out? Why?

- The pupils complete the odd one out activity.

Answers: tiny (It doesn't refer to something that is big.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've read and written an article about a famous person.**
- Ask **What do you remember?** The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Extension

- Ask the pupils to leave their notebooks on their desks so that other pupils can read their articles. The pupils then move around the class, reading the different articles. Each pupil should write down three interesting facts that they learn.

Key Competences and Key Learning Outcomes

- Practise expressions for making suggestions
- Prepare and practise speaking activity types found in Cambridge Exams: B1 Preliminary for Schools
- Review learning and reflect on progress
- Listen to a text for general and specific information
- Work in a group to choose equipment
- Learn and practise how to initiate a conversation in a speaking task

Key language

- absolutely, match*
- What sport do you play?*

Materials

- Pupil's Book p26; Activity Book pp23–24; Class CD1; Teacher's App on Navio

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit and Unit 1)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exams Practice cards (optional).
- Review sports and hobbies.
- Set learning outcomes.

Activity 1

- Describe the photos.
- Have you ever done these sports?

Activity 2

- Listen to the conversation.
- ▶ **CD1 Track 31 p279**
- Which sports does James talk about?

Activity 3

- Listen again.
- ▶ **CD1 Track 31 p279**
- Complete the four questions that Anna asks.

Pupil's Book

Lesson 8 Speaking and Self-evaluation

1 Describe the photos. Have you ever done these sports?

2 Listen to the conversation. Which sport does James talk about?

3 Listen again. Complete the four questions that Anna asks.

4 Prepare a conversation about your favourite sports on page 23 in your Activity Book.

5 Reflect on the unit. Read and think about your learning. What can you do now?

Do the Unit Review on page 24 in your Activity Book.

Key learning outcomes: listen to and have a conversation about sports; review learning and reflect on progress in the unit.

Activity 4

- Prepare a conversation about your favourite sports on page 23 in your Activity Book.
- Go to the Activity Book.

Activity 5

- Read and think about your learning. What can you do now?

Ending the lesson

- Review the lesson and discuss their favourite lesson.

Activity Book

Lesson 8 Speaking and Self-evaluation 2

1 Read the situation. What do you need to say? Write.

Prepare a conversation

2 Review

3 Write questions to ask a partner.

4 Talk with your partner about your favourite sports.

5 Reflection on the unit. Read and complete.

Activity Book page 24: Review

Work with a partner to do the quiz.

Activity Book

- Activity 1**
 - Read the situation. What do you need to say? Write.
- Activity 2**
 - Make notes about your favourite sports.
- Activity 3**
 - Write questions to ask a partner.
- Activity 4**
 - Talk with your partner about your favourite sports.
- Activity 5 My progress**
 - Read and complete the sentences.
- Odd one out activity**

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.



Detailed Lesson Plan

Starting the lesson

Use the Trinity Exams Practice cards (optional).

- The pupils practise asking and answering questions.

Review sports and hobbies.

- Invite a pupil to the front of the class. Ask the pupil to think of a sport they enjoy.
- Prompt the rest of the class to ask questions to find out which sport it is. Prompt if necessary, e.g. *Do you need to wear / use (a helmet)? Do you do this activity (indoors)? Is it (a team sport)?*

Set learning outcomes.

- Say **Today we're going to learn and practise how to have a conversation about sport and we're going to think about our learning in this unit.**

Pupil's Book Activity 1

Describe the photos. Have you ever done these sports?

- Ask a volunteer pupil to describe one of the photos. Elicit from class what the sport is.
- Go through each picture and ask what sport it is.

Pupil's Book Activity 2

Listen to the conversation. Which sports does James talk about?

► CD1 Track 31 p279

- Explain that pupils will hear a boy and a girl talking about sports.
- Play the CD, pausing when a sport is mentioned.

Answers: water polo, football, athletics

Pupil's Book Activity 3

Listen again. Complete the four questions that Anna asks.

► CD1 Track 31 p279

- Ask pupils to try and finish the question openers.
- Play CD, pausing after each question for pupils to complete the answer.

Answers: How often do you play it? Do you ever watch any sports? Who's your favourite sports person? Would you like to try a new sport?

Activity Book

Activity 1

Read the situation. What do you need to say? Write.

- Read out the first sentence and elicit an answer.
- Invite pupils to read their sentences.

Answers: 1 Can you speak more loudly please? 2 Can you speak more slowly please? 3 Can you repeat that please?

Activity 2

Make notes about your favourite sports.

- Pupils work individually to complete the spidergram.
- Ask volunteers to read some of their sentences to the class.

Activity 3

Write questions to ask a partner.

- Explain that pupils have to make questions about sports for their partners.
- Ask pupils to say a few questions.
- Have pupils complete the activity.

Activity 4

Talk with your partner about your favourite sports.

- In pairs, pupils have a conversation about their favourite sports using the questions in Activity 3. Pupils swap roles.

Pupil's Book Activity 4

Prepare a conversation about your favourite sports on page 23 in your Activity Book.

- Ask pupils what type of questions they would ask their friends about sports.
- Refer pupils to the Conversation time box. Explain that we use these phrases if we can't hear or understand what someone is saying. Ask if they can think of any more sentences.
- Refer pupils to the Activity Book.

Pupil's Book Activity 5

Read and think about your learning. What can you do now?

- Read the messages as a class. Then look back through the unit and prompt the pupils to identify other things they have learnt / done.

Activity Book

Activity 5: My progress

Read and complete the sentences.

- Read out the sentences. Encourage the pupils to think of different ways of completing them.

Odd one out activity

Which is the odd one out? Why?

Answers: net (You don't hold it in your hand.)

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've learnt and practised how to start a conversation and we've thought about our learning in this unit. What do you remember?**

Activity Book page 24: Review

Work with a partner to do the quiz.

- Organise the class into pairs. Explain that they are going to work together to do a quiz. Set a time limit for the pupils to do this (10–15 minutes). Stress that the pupils are not competing with each other.
- Read out the six tasks that the pupils have to complete. Check understanding. Then say **Ready, steady ... Go!**
- The pupils work in their pairs to do the quiz. Ask the pupils who finish quickly to help another pair.
- Correct the answers as a class.

Answers: 1 1 bow, arrow 2 sword, mask 3 shuttlecock, racket 3 for five minutes, a week, a long time, half an hour since last week, five o'clock, 16th August, I was ten 4 1 studied English? 2 How long have you lived in your town? 3 How long have you known your English teacher? 5 1 They've done kung fu for 1,500 years. 2 He's appeared on TV since he was 16. 6 astonishing, something that is extremely surprising

Key Competences and Key Learning Outcomes

- Watch and understand a video about hobbies
- Evaluate hobbies and abilities
- Understand the importance of persevering and working hard to achieve goals
- Understand what you are good at and what you need to improve on
- Understand the importance of having a positive attitude in the face of difficulty

Key language

- *belt, be patient, metronome, positive attitude, set a goal*
- *Maths is sometimes difficult for me. What about you? No, it's not difficult for me.*

Materials

- Pupil's Book p27; Activity Book p25; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Talk cards

Optional materials

- Teacher's Resource Bank: Trinity Exams Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- **Think-Pair-Share.** Review hobbies.
- Set learning outcomes and use the talk cards.

Activity 1

- Before you watch.
- Watch the video.
- **Unit 2 video p300**
- Read and answer the questions.

Activity 2

- Watch the video again.
- **Video 2**
- Which two of these things do the children use?
- What for?
- What are the other two items used for?

Activity 3

- Read, think and answer.

Pupil's Book

Video and 21st Century Skills 2

21 CHANNEL reports

Today's programme is about hobbies. Have you got any hobbies? Are you good at them?

1 Watch the video. Read and answer the questions.

- How often does Max's brother play the piano?
- How long has Max's cousin had guitar lessons?
- What does Max's friend say when he loses a game?
- What do the ballerinas have to concentrate on?
- Why does the boy who plays football have to keep fit?

2 Watch the video again. Which two of these things do the children use? What for? What are the other two items used for?

a camera b paint brushes c metronome d belt

3 Read, think and answer.

Keep going!

Activities are sometimes difficult, but it's important to keep going. Read these tips. Can you think of any more tips?

Set a goal. Have a positive attitude. Don't give up. Be patient. Keep practising.

4 Work with a partner. Which activities are sometimes difficult for you? Discuss.

a school subject a sport a creative activity another activity

Maths is sometimes difficult for me. What about you? No, it's not difficult for me.

Key learning outcomes: watch and understand a video about hobbies
 (21 Living in the world: achieving your goals)

Activity 4

- Work with a partner.
- Which activities are sometimes difficult for you?
- Discuss.

Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Discuss why hobbies are good for you.

Activity Book

Achieving your goals Video and 21st Century Skills 2

1 Listen to the conversations. Tick (✓) the correct answer.

① A What sport does Tony do?
 volleyball
 football
 basketball

B Why does he want to give up the sport?
 He thinks he isn't very good.
 He thinks it's too difficult.
 He isn't the best.

C What advice does the teacher give?
 Practise more.
 Be patient.
 Believe in yourself.

② A What hobby does Dina do?
 singing
 drawing
 drama

B Why does she want to give up?
 Her friend is better.
 She makes a lot of mistakes.
 She isn't artistic.

C What advice does her mum give?
 Learn from your friends.
 Learn from your mistakes.
 Keep trying.

2 Thinking Skills Read what people say when an activity is difficult. Are they being positive (P) or negative (N)?

① I can't do it better. ④ I can try a different strategy.

② I'm going to work harder. ⑤ I'm not good enough.

③ I can learn from my mistakes. ⑥ This needs a bit more time, but that's OK.

3 Read, think and answer. Be positive!

1 What are you good at? I'm good at _____

2 What can you do to be even better? I can _____

3 What activity is difficult for you? _____ is difficult for me.

4 What can you do to be better? I can _____

4 Now share the information with a partner.

I'm good at drawing, but I can do better in sport. Tennis is difficult for me, but I'm good at football.

Activity Book

Activity 1

- Listen to the conversations.
- Tick (✓) the correct answer.

► CD1 Track 32 p279

Activity 2

- Read what people say when an activity is difficult.

Are they being positive (P) or negative (N)?

Activity 3

- Read, think and answer.
- Be positive!

Activity 4

- Now share the information with a partner.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



Detailed Lesson Plan

Starting the lesson

Think-Pair-Share. Review different types of hobbies.

- Ask **What hobbies do you do and when?** Elicit answers and write them on the board.
- Then the pupils work with a Talk Partner to name different types of hobbies.
- Invite different Talk Partners to say a different type of hobby.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the hobbies have been recorded.

Set learning outcomes and use the talk cards.

- Say **Today we're going to watch a video and then talk about different types of hobbies.**
- Ask pupils if they remember who the presenters are (Max and Amy).
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil's Book Activity 1

Before you watch

- Ask pupils what type of hobbies they think Max and Amy will present in the lesson.
- Read the speech bubble to pupils. Ask **Are you good at your hobbies?** Elicit responses from a number of pupils.
- Read the questions in Activity 1. Explain that students have to answer them.

Watch the video. Read and answer the questions.

▶ p300

- Watch Part 1.
- Ask a pupil to read out question 1. Ask the class for the answer. Repeat with all items.
- Play Part 2, pausing at each section for pupils to write the answer. Students work in pairs to answer the questions.

Answers: 1 He plays every day (for 15 minutes).
2 He's had lessons for five years. 3 He says it doesn't matter. 4 They have to concentrate on their steps.
5 Because he has to run a lot.

Pupil's Book Activity 2

Watch the video again. Which two of these things do the children use? What for? What are the other two items used for?

- Ask to tell you what types of hobbies the pupils remember from the video. Ask if they remember what equipment is used.
- Ask them to look at each item in the activity and tell you why it is used.
- Play the video pausing after each hobby. Ask which of the items can be used in each hobby and why.

Answers: a People who do photography can use this.
b The model plane maker can use the paintbrushes to paint the planes. c The piano and guitar players can use the metronome to play music. It keeps to the beat.
d People who do karate can use this. It shows what level they are at.

Pupil's Book Activity 3

Read, think and answer.

- Ask what points Amy and Max present.
- Pupils work in pairs to read and think about each point. Ask why each point is important and how it can help them when they do hobbies.
- Ask if they can think of any more ideas.

Pupil's Book Activity 4

Work with a partner. Which activities are sometimes difficult for you? Discuss.

- Pupils work in pairs to read and think about which activities are sometimes difficult for them.
- Invite different Talk Partners to present their idea to the class.

Activity Book

Activity 1

Listen to the conversations. Tick (✓) the correct answer.

▶ CD1 Track 32 p279

- Ask why they think people sometimes give up a hobby. Elicit answers and write them on the board.

- Then ask why people should always try hard before giving up.
- Explain they will listen to conversations about hobbies and different advice the children are given.
- Play the CD and complete the activity.

Answers: 1 A football 2 B He thinks he isn't very good.
C Be patient. 2 A Drawing B She makes a lot of mistakes.
C Learn from your mistakes.

Activity 2

Read what people say when an activity is difficult. Are they being positive (P) or negative (N)?

- Refer pupils to the first item. Elicit why this is negative (because the person saying it doesn't believe they can do better).
- In pairs, have pupils complete the activity. Elicit answers.

Answers: 1 N 2 P 3 P 4 P 5 N 6 P

Activity 3

Read, think and answer. Be positive!

- Go through each item and elicit ideas from different pupils.
- Pupils complete the activity individually.

Activity 4

Now share the information with a partner.

- In pairs, pupils read and discuss their information.
- Ask some pupils to present their opinions to the class.

Ending the lesson

Review the lesson and reflect on learning.

- Say **Today we've watched a video about different hobbies. What have we learnt about them?** Elicit the information from the pupils. The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

Extra activity

Reinforcement

- Have a class discussion on why hobbies are good for you. Write ideas on the board as they are presented.

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
 in large groups as a class

3 Which key competences did my pupils develop? Give a score from 1 to 5 (5 being the highest).

-  Competence in linguistic communication
-  Competence in mathematics, science and technology
-  Digital competence
-  Learning to learn
-  Social and civic competences
-  Sense of initiative and entrepreneurship
-  Cultural awareness and expression

4 Which lessons / activities were the most successful and why?

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including webpages)

8 What could I do differently next time I teach this unit?
