

CAMBRIDGE Global English

for Cambridge Secondary 1
English as a Second Language

Teacher's Resource

9

Annie Altamirano,
Chris Barker and Libby Mitchell



CAMBRIDGE
UNIVERSITY PRESS

Map of the Coursebook

Contents

Unit	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 Survivors	Disaster and survival An extract from a review of a book about a plane crash survivor An article about a mining disaster and a rescue Survival kits	Listening An extract from a radio book club programme Speaking Discuss three stories of survival Talk about what you need for a day's expedition	Comparative adverbs	Disasters and survivors (<i>explosion, survival instinct</i>) Survival kit (<i>whistle, water bottle, compass</i>)	A paragraph about a plane crash survivor
Project Travel/ Autobiography Review	Plan a day's expedition <i>Touching the Void</i> by Joe Simpson Review of Units 9–10				
Unit 11 Summer season	Summer holidays Summer camps and outdoor activities A summer camp in Japan Staying in a hostel	Listening Dialogues between a hostel manager and guests Speaking Give your opinions about the kind of summer holiday you like or don't like Compare summer camp schedules	Past modals: <i>should have, could have, would have</i> Indirect and embedded questions: <i>Could you tell me what time breakfast is, please? You need to tell me what time you want it.</i>	Summer holiday items (<i>insect repellent, sun cream</i>) Summer camp activities (<i>kayaking, mountain biking</i>)	A letter or message to a friend explaining why you wish they had come on a recent trip or holiday with you
Project	Write a comedy sketch set in a youth hostel				
Unit 12 Using English	Performing on stage The story of King Midas Writing and performing scenes from a play	Listening Two auditions for parts in a play Speaking Talk about performing in the theatre Talk about the story of King Midas	Reported speech: statements, questions and commands Punctuation: full stops and commas	The theatre (<i>stage manager, props, performers, narrator</i>)	Rewrite a paragraph, putting in the correct punctuation
Project Fiction Review	Write and perform a play about King Midas <i>The Village by the Sea</i> by Anita Desai Review of Units 11–12				

Introduction

Welcome to *Cambridge Global English for Cambridge Secondary 1 English as a Second Language Stage 9*

Cambridge Global English for Cambridge Secondary 1 English as a Second Language is an eight-level English course for learners, starting in primary school and going through to the end of junior secondary school (roughly ages 6 to 13). *Cambridge Global English Stage 8* and *Stage 9* have been designed to fulfil the requirements of *Cambridge Secondary 1: English as a Second Language Curriculum Framework*. The *Framework* provides a thorough coverage of language and skills in English for this level.

The materials reflect the following principles:

- **An international focus.** The course has been developed for learners all over the world. The themes, situations and literature covered by *Cambridge Global English* reflect the learners' cultural diversity and help them to learn about each other's lives through the medium of English.
- **A language-rich, enquiry-based approach to learning.** *Cambridge Global English* engages learners as active, creative thinkers. As they participate in a variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills through tasks that encourage a personal response, and practise English language and literacy.
- **English for educational success.** To meet the challenges of the future, students need to develop facility in both conversational and more formal English. From the earliest level, *Cambridge Global English* addresses both these competences. It presents listening and reading texts, speaking and writing tasks and end-of-unit projects similar to those students might encounter in a first-language school situation, but with strong language support.
- **Rich vocabulary development.** Developing vocabulary is key to success in both conversational and academic English. *Cambridge Global English* exposes learners to a range of vocabulary through a variety of text types. Opportunities for consolidating new vocabulary and using it in personalised, meaningful ways are an important feature of the course.
- **Integrated assessment.** At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity. In addition, a review section after every two units tests students' vocabulary, use of English and the knowledge they have acquired.

Cambridge Global English can be used as a stand-alone ESL course, or as part of the *Checkpoint* series created by Cambridge University Press for learners at international and bilingual schools.



Cambridge Global English for Cambridge Secondary 1 English as a Second Language: Components

The **Coursebook** consists of eighteen thematic units, fulfilling the requirements of the Cambridge International Examinations Curriculum Framework and in line with the Cambridge English Scheme of Work. Each unit contains three double-page lesson spreads culminating in a project. At the end of every two units, there is a double-page literature spread which presents authentic literary extracts – stories and poems – from all over the world. This is followed by a double-page review which gives the students and the teacher an opportunity to assess progress.

The skills-building tasks in the Coursebook include listening, reading, writing and speaking activities, as well as opportunities for critical thinking. There is a strong 'Use of English' focus on grammar. Other features include:

- clearly stated objectives at the beginning of each unit
- panels of factual and cultural information (*Did you know?*)
- language tips
- general knowledge quizzes based on what the students have learned in the units.

10 Survivors

Unit overview

In this unit, students will:

- read about and listen to two survival stories
- discuss what they would do in extreme situations
- read about a mining accident in Chile
- discuss lessons from the story
- learn about survival kits
- plan an expedition.

Students will build communication and literacy skills as they read and learn about survival stories. To do this, they will read about a survival story in the jungle and listen to a survivor of a plane crash at sea. They will discuss, compare and contrast the stories. They will read about a mining accident in Chile. They will discuss lessons from the story. They will learn about survival kits and discuss what the items in a survival kit are used for. At the end of the unit, students will apply and personalise what they have learned by planning a day's expedition.

Language focus

Comparatives of adverbs

Vocabulary topics: disasters and survival, survival kits

Self-assessment

- I can read about and listen to two survival stories.
- I can discuss what I would do in extreme situations.
- I can read about a mining accident in Chile.
- I can find lessons in the story.
- I can discuss survival kits.
- I can plan an expedition.

Teaching tips

Help students remember vocabulary by playing vocabulary games frequently. This will make the vocabulary more memorable. Also, remind them to group vocabulary using vocabulary maps or mind maps.

Review students' performance in the **Writing** and **Speaking** exercises and the **Project** to see how well they are remembering the information presented in the **Coursebook**. Encourage them to review their notes before going on to **Unit 11**.

Lesson 1: Amazing survival

LESSON OBJECTIVES

Reading: Reading an extract from a book review

Speaking: Speaking about survival stories

Listening: Listening to an extract from a radio programme

Writing: Writing a paragraph about survivors

Critical thinking: Comparing

Vocabulary: *lightening, struck, explosion, strapped, rainforest, lost consciousness, came round, bruises, collarbone, survivor, settlement, instinct, precious, trivial*

Materials: Coursebook, Workbook, audio device, map of the world, one copy of **Photocopiable activity 1** for each student

Starter

- Ask the class if they, or somebody they know, has ever been in a risky situation. What happened and how did they manage to escape the situation?
- Ask them if they can remember any news stories in which people have survived disasters.

Reading

1 Read this extract from a book review. What is remarkable about Juliane Koepcke's story?

- Ask the class to look at the picture and predict what the story might be about. Elicit some ideas.
- Tell them to read this extract from a book review. What is remarkable about Juliane Koepcke's story?
- Discuss as a class.

Vocabulary

2 Find these words and phrases in the review. Try to work out their meaning from the context. If you're unsure, use a dictionary.

- Ask the class to work with a partner. Tell them to read the words and phrases and find them in the review.
- They try to work out their meaning from the context. If they are unsure, tell them to use a dictionary.
- Check the answers as a class. What helped them find out?

Answers

(Example answers)

1 an explosion	A sudden loud noise, often caused by something like a bomb.
2 strapped into her seat	Held in position by a seat belt.
3 she lost consciousness	She became unconscious: she was no longer able to hear, see, think or move.
4 she came round	She became conscious again.
5 cuts and bruises	Purple or brown marks on the skin as a result of falling or being hit.
6 collarbone	One of the two bones that go from the bottom of your neck to your shoulder.
7 survivor	Somebody who is still alive after an event that could have killed him/her.
8 survival instinct	A strong feeling that you want to carry on living.
9 precious	Something that is valuable and that shouldn't be wasted.
10 trivial	Small and not important.

3 Read the review again and answer the questions.

- Ask students to read the questions and re-read the review. They find the answers to the questions.
- You may consider asking students to discuss the questions in pairs.
- Check the answers as a class. What helped them find out?

Answers

1 Lima in Peru. 2 Lightning struck it and there was an explosion. 3 3000 metres. 4 92. 5 In the Peruvian rainforest. 6 Ten days.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Listening 17

4 Listen to this extract from a radio programme. What are the similarities with Juliane's story?

- Tell the class that they are going to listen to an extract from a radio programme.
- They listen and find the similarities with Juliane's story.
- Play the audio at least twice. Tell students to make notes of the similarities.
- Discuss as a class.

Answers

Bahia was also travelling by plane. She was the only survivor after the accident. She broke her collarbone.

Audioscript Track 17

Presenter: Welcome to Book Club. Today we're talking about survival stories. Our first is about a girl from Paris who had an amazing escape. Her name is Bahia Bakari. She was 12 years old at the time. She was going to the Comoros Islands, near Madagascar, off the east coast of Africa, when the plane in which she was travelling crashed into the Indian Ocean. There were 153 passengers on board and she was the only survivor. She escaped with a broken collarbone and burns. She was in the sea for 13 hours before she was rescued. She said afterwards: 'I can't swim well and I held on to something, but I don't really know what.' Please welcome Bahia Bakari.

5 Listen again and complete the details below.

- Tell the class to read the fact file. Tell them to listen to the recording again and complete the missing information.
- Play the audio at least twice again.
- Check as a class.

Answers

Name	Bahia Bakari
Age	12
Destination	Comoros Islands, off the east coast of Africa
Plane crashed	Into the Indian Ocean
Number of passengers	153
Number of survivors	1
Injuries	Broken collarbone and burns.
How long before rescued	13 hours

Writing**6 Use the information in Exercise 5 to write a paragraph about Bahia, similar to the paragraph about Juliane.**

- Tell the class to use the information in Exercise 5 to write a paragraph about Bahia, similar to the paragraph about Juliane.
- Remind them to use Photocopiable activity 1 to check their work.
- Check as a class.

Speaking**7 Work in groups. Discuss these questions.**

- Tell the class to work in groups. Tell them to read and discuss the questions.
- They may make notes about their answers.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Home-school opportunity: Students tell parents about the stories of Juliane and Bahia.

Workbook**1 Use a suitable word to complete the definitions of the underlined words and phrases.**

- Students read and complete the definitions.
- Check as a class.

Answers

(Example answers)

1 bang/noise/sound 2 see 3 conscious 4 seat 5 skin
6 shoulder 7 killed 8 feeling 9 valuable 10 important

2 Complete the text with suitable words.

- Students read the text and complete it.
- Check as a class.

Answers

(Example answers)

1 at 2 the 3 coast 4 which 5 Indian 6 board 7 She
8 burns 9 hours

3 Read the text in Exercise 2 again and write questions for these answers.

- Students read the answers and write suitable questions.
- Check as a class.

Answers

1 How old was Bahia Bakari when the accident happened?
2 Where was she going?
3 Where are the Comoros Islands?
4 What happened?
5 How many passengers were on board?
6 How many survivors were there?
7 Did Bahia have any injuries?
8 How long was she in the sea?

4 Look at the words in the Study skills box. Try to visualise them. Then cover the list and write the words out.

- Tell students to spend five minutes looking at the words in the Study skills box.
- Working alone, students then cover the list and write the words in their notebooks.
- Students can check each other's work.

5 The letters for the [ʃ/] sound in these words are missing. Write them in.

- Using their knowledge from the Study skills section, students write the missing letters in each word.
- Check as a class.

Answers

1 crash 2 shocked 3 patient 4 special 5 musician
6 shelf 7 delicious 8 national 9 shirt 10 machine

Differentiated instruction**Additional support and practice**

- Tell the class to locate the Peruvian rainforest and the Indian Ocean on a map. What difficulties might a person stranded there have to face?
- Then, they work in pairs or small groups and write five questions they would like to ask either girl about their experience.

Extend and challenge

- Ask students to use the ideas they discussed in Exercise 7 and write about the similarities and differences of both stories. How would they have reacted in the same situations? Tell them to write a few lines about this as a conclusion.

Lesson 3: Surviving together

LESSON OBJECTIVES

Reading: Reading about the Chilean mining accident

Speaking: Speaking about mining accidents

Critical thinking: Analysing; judging

Language focus: Comparative adverbs

Language review: Questions

Vocabulary: *copper, trapped, ventilation, supplies, shelter, drill (vb.), capsule, shaft*

Materials: Coursebook, Workbook, map of the world

Starter

- Ask the class what mining is and what materials people mine for. Elicit answers.
- Are there any mines in their region or country? What minerals are mined?
- What risks do people who work in mines run? Elicit ideas.

Reading**1 Read the article. Who were 'the 33' and why did they become famous?**

- Tell the class to look at the pictures and the title of the text and predict what the relation is between them.
- What does 'the 33' mean? Elicit ideas.
- Tell the class to read the text and find out. Were they right?
- Ask them who were 'the 33' and why they became famous.
- Check as a class.

2 Read these sentences. Which paragraph in the article does each sentence complete?

- Tell students to read the sentences. Then they decide which paragraph in the article each sentence completes.
- Check as a class. Ask students to justify their decisions.

Answers

Paragraph 1 b, Paragraph 2 c, Paragraph 3 d, Paragraph 4 e, Paragraph 5 a


3 Write eight questions about the story using these question words.

- Ask students to write eight questions about the story using the question words provided.
- Allow some time and then ask students to share their questions with the class.

Answers

(Example answers)

- 1 Where and when did the accident take place?
- 2 How many miners were trapped?
- 3 How far below ground were they trapped?
- 4 How much food and water did they have?
- 5 How did they decide what to do?
- 6 When did the first drill break through?
- 7 What did the rescuers send down into the mine?
- 8 On what date did the capsule begin to bring the men up to safety?

4  Work with a partner. Take turns to ask and answer the questions you wrote in Exercise 3.

- Ask the class to work with a partner. They take turns to ask and answer the questions they wrote in Exercise 3.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Use of English: Comparative adverbs**5 Complete the sentences using the prompts.**

- Revise comparison of adjectives. Elicit examples from the class.
- Tell the class to read the **Use of English** box.
- Supply more examples. Display on the board and ask the class to copy them into their notebooks.
- Focus on the exercise and ask students to complete the sentences with the comparative forms of the adverbs in brackets.
- Check as a class.

Answers

1 much more clearly 2 much more easily
3 much more quickly 4 much better 5 much worse

Speaking

6 Work in groups. Discuss this question.

- Tell students to work in groups. They discuss the question. Encourage them to justify their answers.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Workbook

1 These words and phrases all appear in the article about the Chilean miners of the Coursebook. Match them to their meanings.

- Students read the words and match them to the definitions. Tell them to re-read the text, if necessary.
- Check as a class.

Answers

1 d 2 k 3 h 4 j 5 g 6 c 7 l 8 a 9 f 10 i 11 b 12 e

2 Choose words from the box to complete the compound nouns.

- Students make compound nouns using words from the box.
- Check as a class.

Answers

1 broadcasts 2 video 3 hole 4 copper 5 operation
6 emergency 7 ventilation 8 majority

3 Complete these collocations with the correct prepositions.

- Students complete the collocations with suitable prepositions.
- Check as a class.

Answers

1 of 2 by 3 around

4 Match the two parts of the verb phrases. Then use each one in a sentence which shows its meaning.

- Students match the verbs phrases. Then they use them in sentences.
- Check as a class.

Answers

(Example answers)

- 1 It's important to keep your spirits up when you're in a difficult situation.
- 2 In an emergency you need to take decisions quickly.
- 3 When you work as a team you get things done more quickly.

5 Complete the sentences using comparative adverbs made from the following adjectives.

- Tell students to read the sentences and complete them using the comparative form of adverbs.
- Check as a class.

Answers

1 more cheaply 2 more easily 3 more carefully 4 more slowly 5 more quietly

6 The following adverbs have *-er* endings in the comparative. Use them with *much* to complete the sentences below.

- Students complete the sentences using *much* and comparative forms of adverbs.
- Check as a class.

Answers

1 much earlier 2 much later 3 much harder 4 much faster 5 much sooner

Differentiated instruction

Additional support and practice

- Students work in pairs. They write an imaginary dialogue between them and one of the miners.

Extend and challenge

- Students search the Internet and find information about the region of Chile where the accident happened. They write a short fact file about it.
- In groups, they search the Internet and find information about the mining industry in their country. They write a short report about it.

Lesson 5: Survival kit

LESSON OBJECTIVES

Speaking: Discussing what to take on an expedition

Project: Planning a day's expedition

Critical thinking: Analysing; solving problems

Vocabulary: *survival kit, whistle, compass, emergency food rations, energy bars, space blanket, torch, spare batteries, waterproof matches, solar phone, recharger, first-aid kit, plasters, antiseptic wipes, bandages, waterproof jacket, poncho, multi-tool, washing kit*

Materials: Coursebook, Workbook, one copy of **Photocopiable activity 14** for each student

Starter

- Ask the class when and why they would need a survival kit.
- Ask what they would need if they were stranded on a desert island or in the jungle. Elicit ideas.

1 Work with a partner. Identify the items in the pictures.

- Tell the class to work with a partner. They look at the pictures and the list of words and identify the items.
- Check as a class.

Answers

1 hat 2 gloves 3 whistle 4 compass 5 map 6 notebook
7 pen & pencil 8 emergency food rations, e.g. energy bars
9 water bottle 10 space blanket 11 torch plus spare batteries
12 waterproof matches 13 mobile phone 14 solar phone recharger
15 first-aid kit: plasters, antiseptic wipes, bandages 16 waterproof jacket or poncho
17 multi-tool (knife, screwdriver, tin opener) 18 rope 19 sleeping bag 20 washing kit

2 Explain why you need each item.

- Tell the class to read the **Language tip** box.
- Then they take turns to explain why they need each item pictured in Exercise 1.
- Check as a class.

3 Work in pairs. Talk about what you need for a day's expedition. Make a list.

- Ask the class to work in pairs. They talk about what they need for a day's expedition.
- They make a list.
- They can share their ideas with another pair.

Project: Plan a day's expedition

4 Work in groups of four.

- Tell students to work in groups of four. They read the details of the expedition.
- They discuss the questions. Then they prepare the plan for the expedition.
- When they have finished, they present the plan to the class.
- The class may ask questions about the plan.

Workbook

1 Solve the crossword.

- Students read the clues and complete the crossword puzzle.
- Check as a class.

Answers

Across 3 compass 5 whistle 7 notebook
8 space blanket 10 gloves 11 first-aid kit 13 bottle
14 map 15 waterproof

Down 1 matches 2 torch 4 rope 6 sleeping bag
8 screwdriver 9 hat 12 tin opener

2 Write each question above the paragraph to which it refers.

- Students read the paragraphs and decide which questions to write.
- Check as a class.

Answers

1 How long am I going for?
2 Have I got the clothes I need for this expedition?
3 What can I borrow?
4 What should my first-aid kit have in it?
5 What's the weather going to be like?

Differentiated instruction

Additional support and practice

- Students complete Photocopiable activity 14.

Extend and challenge

- Students write a report of their (imaginary) expedition.

Travel/Autobiography

LESSON OBJECTIVES

Reading: Reading extracts from a travel autobiography; understanding vocabulary

Speaking: Speaking about impressions; discussing the style of a text

Writing: Answering questions

Critical thinking: Creating mental images

Materials: Coursebook, map of Peru, dictionaries, pictures of famous mountains, e.g. Everest, K2, Aconcagua

Starter

- Ask the class if they have ever climbed a mountain. Would they like to? Why? What dangers might they face?
- What are mountaineers like? What qualities do they need to have?
- Discuss as a class.

1 Look at the cover of this book. Why did the publisher choose this picture? Does it make you want to read the book? Give your reasons.

- Ask students to look at a map and find the approximate location of the Andes. What do they know about the Andes?
- Tell students to look at the cover of *Touching the Void* and decide why the publisher chose this picture. Elicit ideas.
- Does it make you want to read the book? Ask them to give reasons.

2 Read the introduction and the extract. What pictures do you have in your mind as you read?

- Ask the class to read the introduction and the extract. What pictures do they have in their mind as they read it?
- Allow enough time for the class to read. Tell them to look at the vocabulary listing for extra help. They can also use their dictionaries, if necessary.
- Elicit answers from the class. Ask the class to justify their answers.

Reading tip: Ask students about their experience of reading the text. Was it difficult to understand? Did they find many new words? What did they do to understand the meaning?

3 Read the extract again and answer the questions.

- Tell students to re-read the extract and answer the questions.
- Ask them to discuss the questions with a partner.

- Tell them to make some notes of their conclusions.
- When they have finished, you may consider having an open-class discussion.

Answers

(Example answers)

- 1 It tells you he has accepted his situation. He is calm.
- 2 The stars look beautiful and they're familiar, like old friends.
- 3 He didn't feel any fear.
- 4 He thought he was going to die.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

4 Answer these questions about the style of the extract.

- Tell students to work in pairs and answer the questions about the style of the extract.
- Tell them to make notes of their answers.
- When they have finished, you may consider having an open-class discussion.

Answers

(Example answers)

- 1 The author used the adjectives and adverbs to add drama.
- 2 He uses the word 'cold' four times. He does it to emphasise that it was a constant feeling.
Examples of personification: 'cold had long since won its battle', 'sleep beckoned' and the stars are referred to as 'old friends'.
- 3 The language is colourful and poetic. Students can choose their own examples.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

5 Work in groups. Discuss these questions.

- Tell students to work in groups and discuss the questions.
- Ask them to make notes of their answers.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Differentiated instruction

Additional support and practice

- Students search the Internet for information about the Siula Grande and the Peruvian Andes.
- They make a fact file and add pictures and a map.

Extend and challenge

- Ask students to use the notes they made about the style of the extract in Exercise 4 and write a short review.

Review of Units 9–10

Vocabulary

Natural disasters

1 Match the words to the definitions.

- Students match the words, 1–6, and the definitions, a–f.
- Check as a class.

Answers

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

Survival kit

2 Match the words to make compound nouns.

- Students read lists of words and match them to make compound nouns.
- Check as a class.

Answers

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

3 Complete these sentences using the compound nouns from Exercise 2 and *in case* or *to*.

- Tell students to complete the sentences with the compound nouns in Exercise 2.
- Check as a class.

Answers

- 1 You need a water bottle to ...
- 2 You need a space blanket to ...
- 3 You need a solar phone recharger to ...
- 4 You need waterproof matches to ...
- 5 You need a tin opener to ...
- 6 You need antiseptic wipes in case ...
- 7 You need a first-aid kit in case ...
- 8 You need energy bars in case ...

Use of English

4 Rewrite these sentences using the present perfect passive. Use *by* where necessary.

- Tell the class to rewrite the sentences using the present perfect passive.
- You may consider telling them to re-read the **Use of English** section in Unit 9 before doing the exercise.
- Check as a class.

Answers

- 1 A lot of money has been collected for the charity appeal.
- 2 Emergency food rations have been sent by international charities.
- 3 Blankets, sleeping bags and warm jackets have been given.
- 4 A hospital ship has been sent.
- 5 People have been treated by volunteer medical teams.
- 6 Clean water has been supplied by the army.

5 Rewrite the sentences using *despite* or *in spite of*.

- Tell students to read the sentences and rewrite them.
- You may consider telling them to re-read the **Use of English** section in Unit 9 before doing the exercise.
- Check as a class.

Answers

- 1 Despite/ In spite of having a compass, the walkers got lost.
- 2 Despite/ In spite of the terrible weather, we managed to reach the camp before dark.
- 3 Despite/ In spite of having a satnav in the car, we ended up in the middle of a field.
- 4 Despite/ In spite of wearing a thick jacket, a hat and gloves, I was cold.
- 5 Despite/ In spite of collecting water during the rainy season, the farmers ran out of water in the dry season.
- 6 Despite/ In spite of the flood, the crops and animals survived.
- 7 Despite/ In spite of dropping water from planes, the firefighters couldn't stop the fire spreading.
- 8 Despite/ In spite of being trapped underground for several weeks, the miners kept their spirits up.

6 Complete the sentences with *mustn't* or *don't have to*.

- Tell students to complete the sentences with the correct modal.
- You may consider telling them to re-read the **Use of English** section in Unit 9 before doing the exercise.
- Check as a class.

Answers

1 don't have to 2 mustn't 3 don't have to 4 mustn't
5 don't have to 6 doesn't have to


7 Make adverbs and comparative adverbs from these adjectives. Then use them to complete the sentences below.

- Students make adverbs and write the comparative forms. Then they use them to complete the sentences.
- You may consider telling them to re-read the **Use of English** section in Unit 10 before doing the exercise.
- Check as a class.

Answers

good well better
bad badly worse
careful carefully more carefully
clear clearly more clearly
quick quickly more quickly
safe safely more safely
1 more safely 2 better 3 more quickly 4 more carefully
5 worse 6 more clearly

General knowledge quiz

8  **Work with a partner. Ask and answer the questions.**

- Tell students to read the quiz questions and answer them.
- Check as a class.

Answers

1 the epicentre 2 the equator 3 oxygen 4 a charity
5 Kenya, Somalia, Ethiopia (*other answers possible*)
6 Peru 7 off the east coast of Africa 8 in Chile, 33, 33
9 a sack race 10 a game in which you pick up a floating apple with your teeth

Unit overview

In this unit, students will:

- read opinions about holidays
- discuss different types of holidays
- read about a summer camp
- discuss the advantages and disadvantages of going to a summer camp
- write a letter to a friend
- read and listen to a sketch
- discuss services at hotels
- write a sketch.

Students will build communication and literacy skills as they speak about different types of holiday and hotel services. To do this, they will read opinions about types of holidays and give their own. They will read about a summer camp and discuss whether or not they would like to go. They will write a letter to a friend saying why they wish they had gone on a trip. They will listen to a sketch and to conversations at hotels. They will discuss services offered at hotels. At the end of the unit, students will apply and personalise what they have learned by writing and performing their own sketch.

Language focus

Past modals

Indirect and embedded questions

Vocabulary topics: summer holidays, summer camps and outdoor activities, staying in a hotel

Self-assessment

I can discuss different types of holidays.

I can discuss the advantages and disadvantages of going to a summer camp.

I can write a letter to a friend.

I can discuss services at hotels.

I can write and perform a sketch.

Teaching tips

Drama is a powerful tool for capturing the attention of students and helping them develop fluency. It will also help students develop an improved sense of confidence in their ability to learn the target language, even if they are creating something as simple as a sketch.

Review students' performance in the **Writing** and **Speaking** exercises and the **Project** to see how well they are remembering the information presented in the **Coursebook**. Encourage them to review their notes before going on to **Unit 12**.

Lesson 1: Summer holidays

LESSON OBJECTIVES

Reading: Reading opinions about holidays

Speaking: Agreeing and disagreeing; giving own opinions

Critical thinking: Analysing; judging

Vocabulary: *repellent, folding chair, cool box, bored, fun, relaxed, sociable, uncomfortable, bitten, prowling*

Materials: Coursebook, Workbook, audio device, dictionaries, one copy of **Photocopiable activity 15** for each student

Starter

- Brainstorm words students know for different types of holiday, e.g. *beach holiday, adventure, safari, camping*.
- Ask them what kinds of activities they do when they are on holiday.
- What is their favourite kind of summer holiday?

Vocabulary

1 Use a word from each column to make compound nouns to describe the holiday items above.

- Focus on the words and the pictures. Tell the class to match the words on both lists to make compound nouns.
- They match them to the pictures.
- Then check as a class.

Answers

1 c 2 e 3 d 4 f 5 b 6 g 7 a

2 What kind of holiday would you be going on if you took everything from Exercise 1?

- Ask students what kind of holiday they would be going on if they took everything from Exercise 1.
- Discuss as a class and ask students to explain their answers.

3 Complete the opinions about holidays with words from the box.

- Focus on the speech bubbles and ask the class to read the opinions.
- Read the adjectives and make sure students understand what they mean.
- Ask them to complete the opinions about holidays with words from the box.
- Check as a class.

Answers

1 nice 2 bored 3 uncomfortable 4 fun 5 relaxed 6 sociable


4 Read the texts again and answer the questions.

- Ask students to read the texts again and answer the questions.
- Discuss as a class. Ask students to explain what helped them decide.

Answers

- 1 Elisabet and Eugenia.
- 2 Eugenia.
- 3 Martin is cautious, Elisabet is active, Eugenia is extrovert.
- 4 Students' own answers.

Speaking

5  **Work with a partner. Say which opinion in Exercise 3 you agree with and why. If you don't agree with any of them, talk about the kind of summer holiday you like or don't like.**

- Students work with a partner. They say which opinion in Exercise 3 they agree with and why.
- If they don't agree with any of them, they talk about the kind of summer holiday they like or don't like.
- Ask them to make notes of their ideas.
- You may consider having an open-class discussion afterwards.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of mistakes for future remedial work.

Workbook

1 Make nine compound nouns to do with holidays by finding words in word square A and matching them with words in word square B. (One word in square A is used twice.)

- Students find the words and make the compound nouns.
- Check as a class.

Answers

insect repellent table tennis sun cream sun hat
camping holiday picnic basket sleeping bag cool box
folding chair

2 Replace each of the underlined phrases in these sentences with an informal phrase from the box.

- Students read the sentences and make them more informal.
- Check as a class.

Answers

1 that kind of thing 2 the other thing is that
3 aren't much fun 4 aren't really for me 5 I'm really into
6 chill out

3 Complete what each person is saying or thinking with a phrase from the box below. You will need to solve the anagram in each phrase.

- Students solve the anagrams and complete the sentences.
- Check as a class.

Answers

- 1 I'm so bored.
- 2 It was really fun.
- 3 It was a very nice view.
- 4 She said she felt really relaxed.
- 5 My grandparents aren't normally very sociable.
- 6 It's just so uncomfortable sleeping on the ground.

Differentiated instruction

Additional support and practice

- Ask the class to use the notes they made in Exercises 4 and 5 and write about their ideal holiday.

Extend and challenge

- Students choose a place they would like to go to on holiday. They search for information and photos and prepare a promotional leaflet advertising a holiday.
- Students complete Photocopiable activity 15.

Lesson 3: Summer camp in Japan

LESSON OBJECTIVES

Reading: Reading about summer camp schedules

Speaking: Speaking about summer camp activities

Writing: Writing a letter

Language focus: Past modals: *should have / shouldn't have + past participle, could have + past participle, would have / wouldn't have + past participle*

Vocabulary: *ultimate get-away, futon, buffet dinner/breakfast, craft, campfires, cook-outs, canoeing, hiking, mountain-biking, canyoning, campfire, raft, fireflies, high ropes*

Materials: Coursebook, Workbook, dictionaries, map of the world, one copy of **Photocopiable activity 1** and one of **Photocopiable activity 13** for each student

Starter

- Remind the class of the types of holiday they listed in Lesson 1.
- Ask them if they have ever been on a summer camp. If they have, did they like it? Why? If they haven't, would they like to go?
- Ask the class if they think summer camps for children and teenagers are a good idea. Encourage them to justify their opinions.

Vocabulary


1 Read the description of the summer camp on the website. Make a list of the phrases which create a positive picture. (Use a dictionary to help you if you're not sure of the meaning.)

- Tell the class to read the description of the summer camp.
- They make a list of the phrases which create a positive picture.
- Tell students to use a dictionary to help if they are not sure of the meaning of words.
- Discuss as a class.

Answers

(Example answers)

the ultimate get-away, serious fun, a fantastic summer programme, beautiful Lake Aokiko, ...


2  **Compare the two camp schedules. What makes the Extreme Camp Schedule extreme?**

- Tell students to compare the two camp schedules. What makes the Extreme Camp Schedule extreme?
- Discuss as a class.

Answers

canyoning, high ropes, mountain-biking, overnight camp

Speaking

3  **Work with a partner. Which camp schedule do you prefer? Give your reasons.**

- Ask students to work with a partner and discuss which camp schedule they prefer.
- Tell them to give reasons for their answer.
- You may consider discussing the answers as a class.

Informal assessment opportunity: Circulate, giving help, if necessary. Ask questions about the students' work. Make notes of recurrent mistakes for remedial work.

4 Read the following message and answer the questions.

- Focus on the message and ask the class to read it and answer the questions.
- Check as a class.

Answers

- 1 Misako didn't enjoy her holiday, but Ariya enjoyed hers.
- 2 Ariya went on an adventure holiday and Misako went on a beach holiday.

Use of English: Past modals

5 Complete the sentences using past modals and the verbs in brackets.

- Remind the class of the use of modal verbs in the present, e.g. *can, should, may*.
- Focus on the **Use of English** box. Read the notes and give more examples.
- Ask the class to give some examples of their own. They write them in their notebooks.
- Then ask students to complete the sentences using past modals and the verbs in brackets.
- Check as a class.

Answers

- 1 could have gone
- 2 should have put on
- 3 shouldn't have left
- 4 could have danced
- 5 shouldn't have eaten
- 6 should have watched, would have enjoyed

Writing

6 Write a letter or a message to a friend explaining why you wish they had come on a recent trip or holiday with you. Use Ariya's message in Exercise 4 as a model.

- Tell the class to write a letter or a message to a friend, explaining why they wish they had come on a recent trip or holiday with them.
- Tell them that they can use Ariya's message in Exercise 4 as a model.
- Remind them to use the checklist on Photocopiable activity 1. Also distribute the guide to letter writing on Photocopiable activity 13.
- Invite them to share their writing with the class.

Workbook

1 Complete the text with the words from the box.

- Students read the text and complete it with words from the box.
- Check as a class.

Answers

- 1 get-away
- 2 ultimate
- 3 natural setting
- 4 fun
- 5 equipped with
- 6 overlooking
- 7 accommodate
- 8 dietary needs
- 9 purest

2 Match the two parts of each sentence and join them with *should have / shouldn't have, would have / wouldn't have* or *could have / couldn't have* and the past participle of the verb in brackets.

- Students match the sentence halves and use the correct modal in the past to join them.
- Check as a class.

Answers

- 1 shouldn't have stayed up so late
- 2 shouldn't have eaten so much at the barbecue
- 3 would have enjoyed making things out of wood and leaves
- 4 wouldn't have come home early
- 5 could have climbed through the trees on high ropes and gone on a night canoeing trip

3 Solve the crossword.

- Students solve the crossword.
- Check as a class.

Answers

- Across** 1 welcome 7 overnight 9 lake 10 raft
11 mountain biking 12 fireflies
- Down** 2 outdoor 3 breakfast 4 village 5 hill
6 canoeing 8 hiking

4 You wish you had gone on this holiday. Use *I could have* and *I would have* to say why. Write a paragraph in your notebook.

- Students read the description of the holiday and write their text.

Answers

(Example answer)

I wish I had gone with my friend to Wilsons Promontory in south-east Australia. I could have camped at a beautiful campsite with amazing views. I could have learned to surf and I could have gone snorkelling. I could have gone canoeing and I could have had picnics on the beach. I could have gone on an overnight hike. I could have seen wildlife, such as koala bears, kangaroos and wombats. I would have had a great time!

Differentiated instruction**Additional support and practice**

- In pairs, students write three situations each. Then they take turns to read their situation and respond to their partner's using the correct modal in the past. Tell them to use Exercise 5 as an example.

Extend and challenge

- Ask students to work in small groups and prepare a summer camp plan for the class. They choose a place in their region or country and make a leaflet with photos or pictures.
- They present their plan to the class.

Lesson 5: A room with a view

LESSON OBJECTIVES**Reading:** Reading a dialogue**Listening:** Listening to conversations**Speaking:** Speaking about staying at a hotel**Writing:** Rewriting sentences**Project:** Writing a sketch**Language focus:** Indirect and embedded questions**Materials:** Coursebook, Workbook, audio device, dictionaries, one copy of **Photocopiable activity 1** for each student**Starter**

- Ask the class where they stayed when they last went on holiday with their family.
- If they stayed in a hotel, what do they remember about it?
- What's good about staying in a hostel or hotel on holiday? Are there any disadvantages?
- Discuss as a class and encourage students to justify their opinions.

Listening 18**1 Listen to the dialogue and answer the questions.**

- Tell students to listen to a conversation. They listen and answer the questions.
- Play the audio at least twice and elicit the answers.
- Ask students what helped them decide.

Answers

- 1 It takes place at the reception of a hostel.
- 2 unhelpful, unfriendly, impolite

Audioscript Track 18**Guest:** Could you tell me what time breakfast is, please?**Manager:** Yes, I could.**Guest:** Well, umm, what time is it?**Manager:** Breakfast is from 7 till 10, but you need to tell me what time you want it.**Guest:** Umm, well could we have it at 7.30 tomorrow?**Manager:** No.**Guest:** But you just said ...**Manager:** Not on a Sunday. It starts at 8 o'clock on a Sunday.**Guest:** Well, 8 o'clock's fine. Do you know if there's a bus into town this morning?**Manager:** Yes, I do.**Guest:** Well, is there a bus into town?**Manager:** Oh, just look at the timetable. There's one in your room. Now, I wonder if you'd mind letting me get on with my work. Can't you see that I'm busy? The hostel is full this weekend and I've got a lot to do.**Reading****2 Read the dialogue. Why is the guest confused about the time breakfast is served?**

- Tell the class to read the dialogue.
- Ask them why the guest is confused about the time breakfast is served.
- Elicit the answer from the class.

Answers

The guest is confused because the manager says that breakfast is from 7 till 10. But then he says they can't have breakfast at 7.30 tomorrow. It's because tomorrow is Sunday.

Use of English: Indirect and embedded questions

3 Rewrite these questions as indirect/embedded questions.

- Tell the class to look at the **Use of English** box. Give more examples and elicit examples from the class.
- Tell students to write them in their notebooks.
- Focus on the exercise. Ask students to rewrite the questions as embedded questions.
- Check as a class.

Answers

- 1 I wonder what the time is.
- 2 Can you tell me where the tourist information office is?
- 3 Could you tell me where I can get a map?
- 4 I can't remember where I put my key.
- 5 I wonder if there's a table tennis table.
- 6 Do you know if breakfast is included in the price of the room?

Listening 19

4 Listen to these conversations. What does each guest want?

- Tell the class that they are going to listen to some conversations. They have to find out what each guest wants.
- Play the audio a few times and allow time for students to make notes.
- Check as a class.

Answers

- 1 a toothbrush
- 2 wi-fi
- 3 a room with a sea view
- 4 supper

Audioscript Track 19

Narrator: 1

Manager: Yes, can I help you?

Guest 1: I've forgotten my toothbrush.

Manager: Oh really?

Guest 1: Well, I wonder if I could buy one?

Manager: I'm sure you could. There's a shop in the village. You can get one there.

Narrator: 2

Manager: Yes, can I help you?

Guest 2: I seem to be having problems connecting to the Internet.

Manager: Yes, and ...?

Guest 2: Well, I thought there was wi-fi for guests here.

Manager: Oh, did you?

Guest 2: I can't connect to the Internet in my room.

Manager: Well, that's because there's only wi-fi in the sitting room, not in the bedrooms. This isn't a hotel, you know!

Narrator: 3

Manager: Yes! Can I help you?

Guest 3: Sorry to bother you, I'm just a bit puzzled about why my room hasn't got a sea view.

Manager: Are you?

Guest 3: Yes, I was expecting a sea view and all I can see is the car park.

Manager: Well, I'm sorry, all our rooms with sea views are booked, so I can't change your room. Sorry.

Narrator: 4

Manager: Yes!

Guest 4: Oh, I'm sorry we're a bit late. We couldn't find the hostel. There were no signs on the road.

Manager: Yes?

Guest 4: We were wondering if we could have supper?

Manager: It's two minutes past eight. The dining-room closed at eight o'clock. Goodnight.

5 Read the information about Sea View Hostel and listen again. Who is right in each situation, the guest or the hostel manager?

- Tell the class to read the information about the hostel and listen again.
- They listen and decide who is right in each situation, the guest or the hostel manager.
- Play the audio at least twice again.
- Check as a class. What helped students decide?

Answers

1 The guest is right.

2 The manager is right because the information about the Sea View Hotel says that there is free wi-fi, but it doesn't say that there is free wi-fi in every room.

3 The manager is right because the information says that all rooms have wonderful views. It doesn't say that they have sea views. (However, students may say that a view of the car park is not a wonderful view!)

4 The manager is right. The information says that supper is served from 6.30 to 8.00.

Project: Write a sketch

6 Work in groups. Write a sketch set in the Sea View Hostel.

- Tell the class to work in groups. They are going to write a sketch set in the Sea View Hostel.
- Explain what *setting* means, if necessary.
- Tell the groups to follow the steps indicated in the activity to help them organise their work better.
- Remind them to use the checklist on Photocopiable activity 1.
- Allow plenty of time for the groups to prepare the project.
- When they have finished the writing, check their work.
- Then, they decide who is going to play each character and rehearse the sketch.
- Finally, they perform it in front of the class.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Home-school opportunity: Students may invite their family to see the performance.

Workbook

1 Make these direct questions more polite by writing them as indirect questions.

- Students read the questions and rewrite them as indirect questions.
- Check as a class.

Answers

- 1 Do you know if there has been a phone message for me?
- 2 Could you tell me what time breakfast is served?
- 3 Could you tell me if there's a bus stop near the hotel?
- 4 Do you know how much a taxi to the station would cost?
- 5 Could you tell me if the restaurant serves dinner on Sunday evenings?
- 6 Do you know where the nearest shopping centre is?
- 7 I wonder if we should go mountain biking tomorrow.
- 8 I'm not sure what time the restaurant closes.
- 9 I can't remember if this is the campsite we stayed at last year.

2 Complete the sentences to say what these people are thinking.

- Tell students to read the thought bubbles and write what the people are thinking.
- Check as a class.

Answers

- 1 I wonder what the hotel will be like.
- 2 I don't know if dinner is included in the price.
- 3 I wonder why the receptionist was so unhelpful.
- 4 I don't know where I left my keys.
- 5 I'm not sure what we're going to do tomorrow.
- 6 I wonder if the weather will be good in the morning.

3 Give the opposite of these adjectives by putting the correct prefix in front of them. Use a dictionary to help you.

- Students read the list of adjectives and write the opposites using prefixes.
- Check as a class.

Answers

- 1 unhappy 2 unfriendly 3 untidy 4 unsociable
- 5 impatient 6 impossible 7 impolite 8 dishonest
- 9 disloyal 10 disorganised 11 independent 12 informal

4 Use the adjectives you wrote in Exercise 3 to complete these sentences.

- Students use the adjectives in Exercise 3 to complete the sentences.
- Check as a class.

Answers

- 1 untidy 2 informal 3 disorganised 4 independent

Differentiated instruction

Additional support and practice

- In pairs, students pretend to be foreign tourists in their city. They take turns to ask each other polite questions to find out about the city's facilities.

Extend and challenge

- Ask students to look for information about a hotel where they have been on holiday, or any other hotel of their choice.
- They write a description of the hotel and include details of the services offered.

Unit overview

In this unit, students will:

- listen to actors speaking about auditions
- speak about the theatre and acting
- read and speak about the story of King Midas
- write and perform a play based on the story of King Midas.

Students will build communication and literacy skills as they read and learn about the theatre and acting. To do this, they will listen to two actors talking about the auditions they have been to. They will discuss their experience of going to the theatre. They will read and discuss the story of Midas. At the end of the unit, students will apply and personalise what they have learned by writing a play based on the story of King Midas and performing it.

Language focus

Reported speech: statements, questions and commands

Punctuation: full stops and commas

Vocabulary topics: performing on stage, the story of Midas, writing and performing scenes from a play

Self-assessment

I can listen to and understand actors speaking about auditions.

I can speak about the theatre and acting.

I can read and speak about the story of King Midas.

I can write and perform a play based on the story of King Midas.

Teaching tips

When reading long texts, remind students to ignore unknown words and focus on the general meaning. Tell them to use their dictionaries only when they have difficulty understanding words that are essential for understanding the meaning of the text. Suggest writing a mini vocabulary list in their notebooks.

Review students' performance in the **Writing** and **Speaking** exercises and the **Project** to see how well they are remembering the information presented in the **Coursebook**.

Lesson 1: King Midas

LESSON OBJECTIVES

Reading: Reading and interpreting

Speaking: Speaking about the theatre

Listening: Listening to auditions

Writing: Reporting sentences

Language focus: Reported speech: statements, questions and commands

Vocabulary: *audition (vb. and n.), script*

Materials: Coursebook, Workbook, audio device, pictures of King Midas, one copy of

Photocopiable activity 1 for each student

Starter

- Ask the class if they know who King Midas is.
- Show some pictures and encourage the class to guess what the story is about.

Reading

1 Read the poster. What is it for? What is *The Golden Touch*?

- Ask the class to read the poster. What is it for? What is *The Golden Touch*?
- Discuss as a class.

Listening

2 Listen to two actors at the auditions. Who sounds more confident, Sarah or Tom?

- Tell the class that they are going to listen to two actors at the auditions. Who sounds more confident, Sarah or Tom?
- Play the audio recording at least twice.
- Check the answers as a class. What helped them find out?

Answers

Sarah

3 Read what Sarah and Tom said after the auditions.

Who said what?

- Ask students to read what Sarah and Tom said after the auditions. Who said what?
- Students decide. Then you may play the audio again for them to check their answers.
- What helped them find out?

Answers

1 Sarah 2 Sarah 3 Sarah 4 Tom 5 Sarah 6 Tom 7 Tom 8 Tom

Audioscript Track 20

Narrator: 1

Director: OK, next.

Girl: Hello. My name's Sarah.

Stage Manager: You're auditioning for the part of Midas's daughter, Aurelia, aren't you?

Girl: Yes, that's right.

Director: Do you know the story?

Girl: You mean the story of Midas? Yes, everything he touched turned to gold.

Director: That's right. Now, can you tell us a bit about yourself?

Girl: Well, I've been at stage school since I was six and I've been in lots of plays. And I can sing and dance.

Director: Are you in anything at the moment?

Girl: Yes, I'm in a play at my local theatre. I'm playing the part of a princess.

Director: OK, you can read now.

Girl: But father, what's the matter? Why are you so sad? What has happened to you ...?

Narrator: 2

Stage Manager: Come in and stand over there. Thank you.

Director: Now your name is ...?

Boy: I'm Tom. I'm auditioning for the part of King Midas.

Director: Have you had a main part in a play before?

Boy: Yes, I was in *Alice in Wonderland*. I was the Mad Hatter.

Stage Manager: Are you in anything at the moment and will you be available in September?

Boy: No, I'm not in anything at the moment. I don't have any plans for September, so I will be available.

Director: What do you think of the story of Midas?

Boy: Well, I don't know. I don't really know it ... but I'm looking forward to reading it.

Stage Manager: OK, Tom. Read for us now. Imagine you're alone in your palace.

Boy: Umm, If umm ... If only I hadn't asked ...

Director: Speak up a bit. I can't hear you.

Boy: If only I hadn't asked for the golden touch.

Use of English: Reported speech – statements, questions and commands

4 What were the original statements and questions that Sarah and Tom reported in Exercise 3?

- Focus on the **Use of English** section. Read the examples with the class. Provide more examples and encourage the class to give their own.
- Tell them to write the examples in their notebooks.
- Focus on the reported statements and questions in Exercise 3.
- Tell students to write the original words they spoke.
- Check as a class.

Answers

- 1 "Do you know the story?"
- 2 "I can sing and dance."
- 3 "I'm playing the part of a princess at my local theatre."
- 4 "What do you think of the story of Midas?"
- 5 "I've been at stage school since I was six."
- 6 "Have you had a main part in a play before?"
- 7 "Will you be available in September?"
- 8 "Speak up."

5 Report the statements and questions.

- Focus on the statements and questions and ask the class to report them using the **Use of English** section for help.
- Check as a class.

Answers

- 1 Sarah said she was in a play at her local theatre.
- 2 The director asked Sarah if she was in anything at the moment.
- 3 The stage manager told Tom to imagine he was alone in his palace.
- 4 The director told Tom that he couldn't hear him.
- 5 Tom said he was looking forward to reading the story.

Speaking

6 Work with a partner. Have a conversation about the theatre using these questions.

- Tell the class to work with a partner. They have a conversation about the theatre using the questions provided.
- They may make notes about their answers.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Workbook

1 Complete the text with the words from the box.

- Students read the words and complete the text.
- Check as a class.

Answers

1 acting 2 stage school 3 auditioned 4 play 5 script
6 director 7 stage manager 8 play the part

2 Report the underlined questions, statements and commands.

- Students read the text and report the underlined parts.
- Check as a class.

Answers

1 if she liked the story 2 she liked the character of Lara
3 if she would read the part of Lara / to read the part of Lara
4 where he wanted her to start 5 to start at the top of the page
6 not to be nervous 7 to speak up because her voice needed to reach the back of the room

3 Look at the posters and answer the questions.

- Students look at the information in the posters and answer the questions.
- Check as a class.

Answers

- 1 *A Pirate's Life for Me!*
- 2 *Moby Dick*
- 3 *A Pirate's Life for Me!*
- 4 *A Pirate's Life for Me!* and *High School Musical*
- 5 *High School Musical*
- 6 The writer of *Moby Dick*
- 7 Hans Christian Andersen
- 8 *Moby Dick*
- 9 *The Emperor's New Clothes*
- 10 They've dramatised classic stories.

Differentiated instruction**Additional support and practice**

- Tell the class to work in pairs. They imagine they are journalists and write a dialogue between themselves and an actor or actress. They exchange their dialogue with another pair.
- They report the dialogue.

Extend and challenge

- Ask students to use the ideas they discussed in Exercise 6 and write about their opinion of going to the theatre and going to the cinema. Remind them to use the checklist on Photocopiable activity 1.

Lesson 3: The story of Midas

LESSON OBJECTIVES

Reading: Reading the story of King Midas; reading and answering questions

Speaking: Speaking about the story; speaking about wishes

Critical thinking: Analysing, judging

Language focus: Punctuation: full stops and commas

Vocabulary: *rule, lose one's way, wander, countryside, wise, welcome, entertain, hospitality, reunited, pleased, neighbouring, gift, reluctantly, despair, enjoy, precious, source*

Materials: Coursebook, Workbook, dictionaries, one copy of **Photocopiable activity 16** for each student

Starter

- Ask the class which stories they remember from their childhood.
- Ask why they remember them. Elicit ideas from the class.

Reading

1 Read the story of Midas on page 144. Why did Ovid include it in *Metamorphoses*?

- Focus on the **Did you know?** box and read about Ovid.
- Tell the class to read the story of Midas and decide why Ovid included it in *Metamorphoses*.
- Discuss as a class.

Answers

Because it's about change.

2  **Work with a partner. Take turns to ask and answer the questions.**

- Tell students to work with a partner. They take turns to ask and answer the questions.
- Then you may check as a class. Ask students to justify their decisions.

Answers

1 Midas was the king of Phrygia. Silenus was a wise and famous teacher from Lydia. Dionysus was one of Silenus's students.

2 Two farm workers took him there.

3 Midas treated him well and was very hospitable to him.

4 Because he had brought Silenus back home to Lydia.

5 He wished that everything he touched would turn to gold.

6 It changed when his daughter put her arms round him and she turned into a golden statue.

7 He had learned that you must be careful what you wish for.

8 He washed in the River Pactolus.

Use of English: Punctuation – full stops and commas

3 Put the commas and full stops in this paragraph. Remember to put capital letters at the start of sentences. Who is speaking here?

- Tell the class to read the **Use of English** box.
- Supply more examples.
- Focus on the exercise and ask students to put the commas and full stops in the paragraph.
- Remind them to put capital letters at the start of sentences.
- Ask them who is speaking.
- Check as a class.

Answers

"I had a wonderful time at Midas's palace. He was very kind to me. When we returned to Lydia, my student, Dionysus, asked Midas what he wanted as a gift. Midas asked for the power to turn everything he touched to gold. Dionysus didn't think it was a good idea. Although Midas is not a greedy man, he wanted to be the richest man in the world. When he turned his daughter into a gold statue, his dream turned into a nightmare."

Silenus is speaking.

4 Work with a partner. Answer the questions.

- Ask the class to work with a partner. They take turns to ask and answer the questions.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Workbook

1 Solve the crossword.

- Students read clues and solve the crossword puzzle.
- Check as a class.

Answers

Across 2 neighbouring 6 court 7 solid 11 statue
12 wise 15 reunited 17 reluctantly 18 ancient
19 wander

Down 1 kingdom 3 crime 4 precious 5 gift 7 source
8 hospitality 9 despair 10 delighted 13 immediately
14 branch 16 palace 20 anxious

2 Rewrite the passage putting in commas, full stops and capital letters where necessary.

- Students rewrite the text using correct punctuation.
- Check as a class.

Answers

We're doing a play at the end of term. It's called *The Golden Touch*. It's about a king with the power to turn everything to gold.

This is what happens in the story. After making everything in his palace turn to gold, the king holds out his hand to his daughter, realising too late that she will turn to gold. The king is horrified and asks to lose his special power. His daughter is brought back to life.

I think it's a good story because it makes you realise that you should be very careful about what you wish for. Although you may be rich, you may also be very unhappy.

3 Write the missing word in each sentence.

- Students complete the sentences using correct words.
- Check as a class.

Answers

1 upon 2 soon 3 a 4 way 5 eyes 6 made 7 in 8 sorry
9 lesson 10 return

Differentiated instruction

Additional support and practice

- Students work in pairs. They complete Photocopiable activity 16.

Extend and challenge

- Students search the Internet, or look for books in the school library, and find some more Greek stories/myths, like Narcissus and Echo. They choose one and tell the story to the class. They may visit: <http://greece.mrdonn.org/myths.html>

Lesson 5: The performance

LESSON OBJECTIVES

Writing: Writing a play

Speaking: Acting out a play

Project: *The Golden Touch* – a play about King Midas

Critical thinking: Memorising

Vocabulary: *props, stage manager, characters, narrator, ancient, kingdom*

Materials: Coursebook, Workbook

Starter

- Tell the class that they are going to write the script for the story of King Midas.
- Ask the class what they remember about the story.

Project: *The Golden Touch* – a play about King Midas

You are going to write a play based on the story of King Midas.

- Divide the class into two groups. Each group writes their own version of the play.
- Tell groups to look for the outline for the six scenes of the play.
- They write the dialogue for each scene. Tell them to go back to Lesson 2 and re-read the story as necessary.
- Remind them to use the Checklist in Photocopiable activity 1 and the **Use of English** box in Lesson 2 for correct punctuation.
- When they have finished, check the script.

If you decide to perform your play, read the following.

- When students have finished writing the scripts, tell them to choose the parts they are going to play.
- They rehearse the play, scene by scene. Tell them to speak clearly and slowly.
- Tell them that it is very important to use movement and facial expressions to help the audience understand what they are saying.
- Check their pronunciation and intonation.
- When they feel ready, they give an 'in-house' performance of *The Golden Touch*.

Workbook

Here is an example script for the play *The Golden Touch*. Complete it in your own words.

- Students read the script and complete it in their own words.
- Check as a class.

Answers

Students' own answers.

Differentiated instruction

Additional support and practice

- Students make invitations and posters advertising the performance of their play.

Extend and challenge

- Organise an open-class performance of the play and invite parents and/or other classes.

Fiction

LESSON OBJECTIVES

Speaking: Speaking about impressions; discussing the use of adjectives in a text

Reading: Reading extracts from a novel; understanding vocabulary

Writing: Answering questions

Critical thinking: Creating mental images

Materials: Coursebook, dictionaries

Starter

- Ask the class to close their eyes and imagine they're near the sea. Tell them to use their 'mind's eye' to imagine the scene.
- Ask them about the colours they see, the smells. Can they hear the sound of the sea? Where are they? What are they doing? Continue asking questions, so that they can make a mental image.
- Ask them to open their eyes and explain what they have 'seen' with their mind's eye.
- Supply additional vocabulary as needed.

1 Look at the illustration on the cover of the book. What does it show?

- Tell students to look at the cover of *The Village by the Sea* and say what it shows. Elicit ideas.
- Does it make you want to read the book? Ask them to give reasons.
- What do they think the book is going to be about?
- Read the information about Anita Desai. Ask the class what they know about India. Elicit a few ideas.

2 This is opening of Chapter 1 of *The Village by the Sea*. What impression is the author trying to give?

- Ask the class to read the extract. What pictures do they have in their mind as they read it? What impression is the author trying to give?
- Allow enough time for the class to read. Tell them to look at the vocabulary listing for extra help. They can also use their dictionaries, if necessary.
- Elicit answers from the class. Ask the class to justify their answers.

Reading tip: Ask students about their experience of reading the text. Was it difficult to understand? Did they find many new words? What did they do to understand the meaning?

3 Answer these questions about the vocabulary the author uses.

- Tell students to re-read the extract and answer the questions about the vocabulary the author uses.
- Ask them to discuss the questions with a partner.
- Tell them to make some notes.
- When they have finished, you may consider having an open-class discussion.

Answers

(Example answers)

1

Landscape	Sea	Animals	Plants and trees
beach	tide	birds	flowers
sand	waves	gulls	hibiscus
rocks	foam	curlews	spider lilies
	fishing fleet	sandpipers	allamanda
	sails		flowers
			coconut palms

2 scarlet, red, white, silvery, pink, mauve

3 sweet-smelling, butter-yellow

4 Students' own answers

5 Students' own answers

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

4 Work with a partner. What impression do you get of life in this place?

- Tell students to work in pairs and discuss what impression they get of life in Lila's village. They justify their ideas.
- When they have finished, you may consider having an open-class discussion.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

5 Write a description of an early-morning visit to a beautiful place near where you live, as if for the opening chapter of a story.

- Tell students to write a description of an early-morning visit to a beautiful place near where they live, as if for the opening chapter of a story.
- Allow plenty of time for this task.
- When they have finished, ask a few students to share their writing with the class.

Differentiated instruction**Additional support and practice**

- As preparation for Exercise 5, write the table in Exercise 3 on the board. Students add more words to each category, e.g. *mountain* under 'Landscape'.
- Tell them to use bilingual dictionaries, if necessary.

Extend and challenge

- Ask students to search the Internet and find information about Anita Desai, her life and works. They make a short summary of her biography.
- Look for stories by Anita Desai, suitable in topic and length for the class. Encourage students to read them.
- Have an open-class discussion about them. Encourage the class to discuss aspects of vocabulary, plot and characters.

Review of Units 11–12

Vocabulary

Summer holidays

1 Write the names of the items using the words on the beach umbrella. Clue: they're all compound nouns.

- Students make the compound nouns using the words on the umbrella.
- Check as a class.

Answers

1 sun cream 2 insect repellent 3 sun hat 4 picnic basket 5 cool box 6 folding chair

Use of English

2 Complete the sentences with the correct words.

- Students use the words provided to complete the sentences.

Answers

1 bored 2 relaxed 3 sociable 4 uncomfortable 5 fun

3 Rewrite the following sentences. Use *should have* / *shouldn't have*

- Students re-write the sentences using the correct form of the modal.
- You may consider telling them to re-read the **Use of English** section in Unit 11 before doing the exercise.
- Check as a class.

Answers

- 1 We should have gone on the night canoeing trip to see the fireflies.
- 2 We shouldn't have sat in the sun without putting sun cream on.
- 3 We should have gone on the three-day camping holiday.
- 4 We could have done raft building. It was on the list of activities.
- 5 We couldn't have phoned you because there was no mobile phone signal.
- 6 We could have had paella at the café yesterday. It was on the menu.


4 Make these questions more polite by using *Could you tell me ...?* or *Do you know ...?* Then look at the signs and write the answers.

- Tell students to rewrite the questions.
- Then they write the answers.
- You may consider telling them to re-read the **Use of English** section in Unit 11 before doing the exercise.
- Check as a class.

Answers

- 1 Could you tell me what time the shop closes?
Yes, it closes at 10 o'clock in the evening.
- 2 Could you tell me what time the café opens?
Yes, it opens at 7 o'clock in the morning.
- 3 Do you know if there's a bus stop near here?
Yes, there is.
- 4 Do you know if you can hire mountain bikes?
Yes, you can.
- 5 Could you tell me if there's a table tennis area?
Yes, there is. It's near the café.
- 6 Do you know if it's OK to bring pets to the campsite?
No, it isn't.

General knowledge quiz

5  Work with a partner. Ask and answer the questions.

- Tell students to read the quiz questions and answer them.
- Check as a class.

Answers

- 1 An onsen. You'd find it in Japan.
- 2 b
- 3 King Midas.
- 4 Ovid.
- 5 change.
- 6 A fool and his money are soon parted.
All that glitters isn't gold.
Money can't buy happiness.
- 7 b
- 8 a
- 9 An audition.
- 10 A narrator tells the story.

Unit 10

Photocopiable activity 14: How to make a very simple compass

Equipment

You need:

- a cork
- a plastic lid or shallow bowl
- a needle or straight pin
- a bar magnet
- a slice of cork/styrofoam or the top of a plastic milk bottle
- some water.

Instructions

Cut a slice of cork. Hold the needle in one hand and slide one side of the bar magnet along the length of the needle. Don't slide the magnet back and forth on the needle. Just slide it in one direction, lift it up, and repeat several times.

Pour water in the plastic lid. Place the cork in the water and put the needle on top of the cork.

Observe and answer

What happens when you slide the bar magnet along the needle several times?

What happens when you place the cork on the water with the needle on top?

Draw and label a diagram explaining how you made your compass.



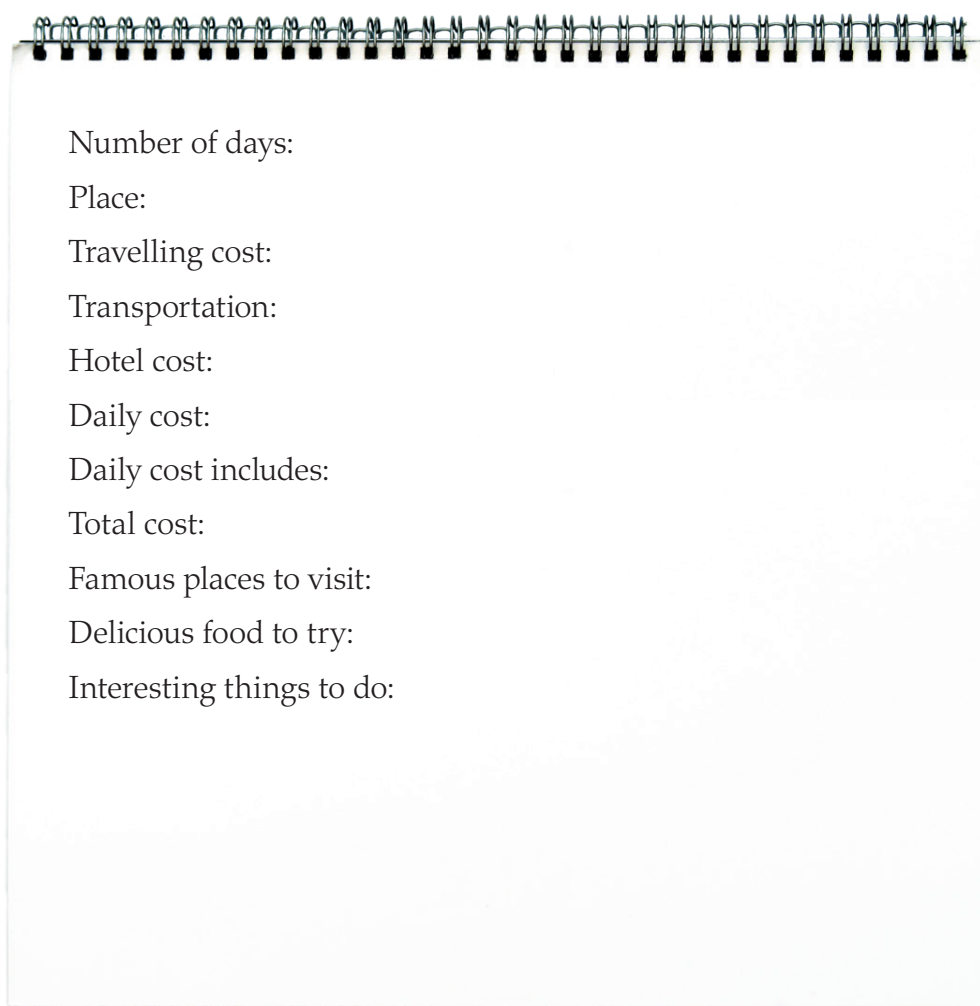
Unit 11

Photocopiable activity 15: Problem solving

You are going on holidays with your friends. You want to visit a place where you can learn about its culture, enjoy typical food and have fun with your friends. You have six days and your budget is \$1,200. You can choose any place you like. Search the Internet for your travel plan. Discuss and research a travel plan with a partner. You can work in groups or individually.

When you have finished, tell the class about your holiday plan.

Budget:



Number of days:
Place:
Travelling cost:
Transportation:
Hotel cost:
Daily cost:
Daily cost includes:
Total cost:
Famous places to visit:
Delicious food to try:
Interesting things to do:

Unit 10

lightning	struck	explosion	strapped
rainforest	lost consciousness	came round	bruises
collarbone	survivor	settlement	instinct
precious	trivial	ventilation	supplies
shelter	capsule	shaft	whistle
compass	torch	batteries	waterproof
recharger	antiseptic wipes	bandages	

Unit 11

repellent	folding chair	cool box	bored
fun	relaxed	sociable	uncomfortable
bitten	prowling	ultimate get-away	futon
buffet dinner/ breakfast	craft	campfires	cook-outs
canoeing	hiking	mountain-biking	canyoning
campfire	raft	fireflies	high ropes

Unit 12

audition	kingdom	rule	lose one's way
wander	countryside	wise	welcome
entertain	hospitality	reunited	pleased
neighbouring	gift	reluctantly	despair
enjoy	precious	source	props
stage manager	characters	narrator	ancient

