

WOW!

## World of Wonder! Magazine

[Welcome](#)[Book Club](#)[Culture](#)[Over to you!](#)

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet?

Mateo has a question for you. Can you think of any answers to his question?

WOW! Question

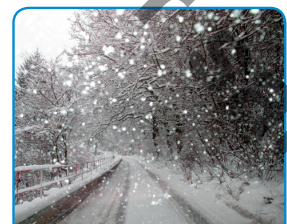
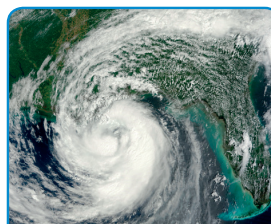
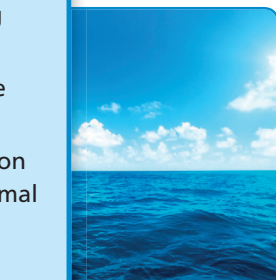


Mateo 3 minutes ago

What can we do to protect our planet?

In this unit I will ...

- learn words for the environment and natural disasters
- use modal verbs and reported questions and commands
- read a diary about a frightening experience
- learn about how climate change can cause problems for animals
- work in a group to write an action plan to help an endangered animal
- learn how to give advice
- read and write reports



## Unit objectives

Talk about the environment and extreme weather

## Language

<b>Vocabulary</b>	Environment <i>protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming</i> Extreme weather <i>hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm</i>
<b>Grammar</b>	Modals of obligation Reported questions and commands
<b>Functions</b>	Giving advice; <i>Perhaps you ought to ...</i>
<b>Phonics</b>	Silent letters

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–10)

**Mathematical, science and technological competences:** order words (L. 3); number events (L. 4)

**Digital competence:** use Pupil's Book eBook (L. 1–10)

**Social and civic competences:** learn to be creative (L. 1, 2 and 4); learn to talk about the environment and weather (L. 8)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 6)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10); personalisation of language learnt (L. 3 and 5)

**Initiative and entrepreneurship:** choose topic for the project (L. 6)

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 7); Planning (L. 6); Reflecting on learning (L. 1–10)
<b>Creativity</b>	Writing an action plan to help an endangered animal (L. 6)
<b>Communication</b>	Talking about saving the planet (L. 1, 2 and 8); Talking about school rules (L. 3); Giving commands (L. 4); Functional dialogue (L. 7)
<b>Collaboration</b>	Project groupwork (L. 6); Acting out (L. 4 and 7)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 58; Activity Book p. 51
- Unit 4 Extra practice: Activity Book p. 121
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, Culture, English in action
- Unit 4 Test

## External exams

<b>Pupil's Book</b> A2 Key for Schools Reading Part 4 B1 Preliminary for Schools Reading Part 5 A2 Key and B1 Preliminary for Schools Listening Part 1	<b>Activity Book</b> A2 Key for Schools Listening Part 4 Reading and Writing Part 7
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### Objectives

- **Lesson aims:** to learn and use words for types of books
- **Target language:** *protect the environment, climate change, save water, plant trees, switch off lights, waste energy, recycle, pollution, destroy the rainforests, pick up rubbish, use renewable energy, global warming*

### Materials

- a ball
- Resource 4A

### Global Scale of English (GSE)

- **Reading:** Can scan several short informational texts on the same theme to find relevant information (GSE 57).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities using simple language (GSE 32).

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

### Starting the lesson

- Write *Save our planet* on the board. Ask *What problems does our planet have?* Ss raise their hands to offer ideas.

### Presentation

- Explain that in this lesson ss will learn to talk about the environment.

### Practice

#### Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
  - Refer ss to pages 48 and 49. Read the rubric and tell ss to look at the book covers on the Welcome page for a moment.
  - Read out the introduction, or ask a student to read it out. Make sure ss understand the questions. Give ss one minute to discuss in pairs.
  - Using the Lollipop stick technique, ask ss for feedback. Accept all reasonable answers.
- 2 **4.1 Look and match. Then listen, check and repeat.**
  - Refer ss to page 49. Tell ss to match the words and phrases they know and guess the ones they don't know.
  - Play the audio.
  - Check answers using the Lollipop stick technique. Ask *How many words did you already know?*
  - Have ss say a word to their partners and their partner points to the correct picture. Then they swap.

- Consolidate understanding with these questions. Ss raise their hands to suggest answers, e.g. *What's another word for look after/weather/use less/turn off/use too much/all around the world? (protect, climate, save, switch off, waste, global) Can we recycle glass? Do you pick up rubbish on the beach? Can the sun give us renewable energy?*

### Diversity

#### Challenge

- Tell ss to write the new phrases in their notebooks in a vocabulary list and to write explanations in English for homework. They can use an online dictionary to help.

#### Support

- Tell ss to write the new phrases in their notebooks in a vocabulary list. Give them explanations and/or translations to write with each phrase.

### 3 4.2 Listen and read. Which children helped the environment and how?

- Check answers using the Lollipop stick technique.

### 4 Look at the words in Activity 2 and put them into two groups.

- Ss work individually and then compare their answers with a partner.
- Ss raise their hands to offer answers. Ask two ss to write the answers on the board.

### 5 Work in pairs. Answer the questions.

- Place ss in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask different ss to offer answers. Promote class discussion: *Who does the same? Do you have another idea? Do you agree/disagree?*

### Extra activity Critical thinking

- Draw two columns on the board and put + and - at the top of each. Ask ss to work in pairs and find words in Activity 3 which they think are positive and negative for our planet. Ask for feedback and have ss write the words on the board.

### Activity Book

#### 1 Read and circle the correct options.

- Check answers using the Lollipop stick technique.

**Answer key** 2 protect, 3 waste, 4 global, 5 change, 6 pollution

#### 2 Look, read and complete the sentences.

- Ask different ss to read out their answers.

**Answer key** 2 switch off, lights; 3 save water; 4 pick up rubbish; 5 use renewable energy; 6 plant trees

#### 3 Read the I'm learning box. Then read and complete the sentences with verbs for protecting our planet. There may be more than one correct answer.

- Ss complete the activity using the Think-pair-share technique.

**Answer key** 2 destroy, 3 protect, 4 use, 5 waste, 6 plant



1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 Look and match. Then listen, check and repeat.

protect the environment 2 climate change 4 save water 5 plant trees 6 switch off lights 9  
waste energy 7 recycle 12 pollution 7 destroy the rainforests 8 pick up rubbish 11  
use renewable energy 10 global warming 3



3 Listen and read. Which children helped the environment and how? Mei - she picked up rubbish from the beach.  
Alex - he planted a tree.



1 **Mateo** 5 minutes ago  
I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.

2 **Mei** 15 minutes ago  
During the summer, we took part in the Great British Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.

3 **Sophia** 20 minutes ago  
We did a project on renewable energy last term. I made an oven out of an old pizza box and sunlight. It was so cool!

4 **Alex** 3 hours ago  
Last year, my aunt gave me a tree for my birthday. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year.

4 Look at the words in Activity 2 and put them into two groups.

Our planet's problems

climate change, global warming, pollution, destroy the rainforests, waste water, waste energy

Things we can do to help our planet

protect the environment, recycle, save water, save energy, plant trees, switch off lights, pick up rubbish, use renewable energy

5 Work in pairs. Answer the questions.

- 1 What things do you recycle? Can you think of any other things you could recycle?
- 2 How do you save water?

- 3 How do you save energy?
- 4 What can we do to stop pollution?
- 5 Do you use renewable energy? What type?

forty-nine 49

4 Write five or more sentences about what you and your family do to help the environment.

- Ss complete the activity individually. They then compare ideas with a partner.
- Ask different ss to read their sentences to the class.

### Extra activity Fast finishers

- Ss give themselves one minute to learn the new vocabulary. They close their books and see how many they can remember.

### Finishing the lesson

- Ss close their books. Call out the last word for each phrase and have ss raise their hands to say the other words.
- Ask Are phrases harder to remember than single words? How will you learn these words and phrases?



## Objectives

- **Lesson aims:** to listen to and read a dialogue about a competition

## Materials

- a ball
- Yes/No response cards

## Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about everyday activities using simple language (GSE 32).

## Assessment for Learning

- Setting aims and criteria: Lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: acting out
- Independent learning: Summative questions technique

## Diversity

### Challenge

- After discussing in pairs, ss write down their answers in their notebooks. They swap with a partner and check each other's work.

### Support

- After discussing in pairs, ss write down their answers in their notebooks. Write the answers on the board for them to check.

- 3 **Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.**
  - Ss act out the expressions in pairs. Ask different pairs to demonstrate the expressions to the class.
  - **Extension** Ask ss to think of their own statements that could prompt these expressions.
  - Ss work in small groups and review the expressions in the units so far and practise using them in conversations.
- 4 **Imagine that your school is taking part in the same competition. What would you do to save energy at school?**
  - Place ss in groups of three for this activity. Tell ss to choose one member of the group to write down their ideas.
  - Walk around the class monitoring groups.
  - Ask groups to tell the class their ideas. Have a raise of hands for each idea to see which one is the most popular.

## Activity Book

- 1 **4.4 Read and match the two halves of the sentences from the dialogue on Pupil's Book page 50. Then listen and check.**
  - Give ss one minute to complete the activity. Ss check their answers with their partners.
  - Play the audio.
  - Ask different ss to offer answers.

**Answer key** 2 c, 3 a, 4 f, 5 d, 6 b
- 2 **Read the dialogue again and circle T (true) or F (false). Then explain your answers.**
  - Ss write and then compare answers with a partner.
  - Ask different ss to offer answers. Ask for class agreement.

**Answer key** 2 T – He asks what they can do to save energy.; 3 F – He says they shouldn't throw plastic bottles away.; 4 F – He found it running in the bathroom.; 5 F – He agrees with Alex that they should ask for other people's suggestions.; 6 T – She says she hopes he isn't going to forget to turn it off.
- 3 **4.5 Read and complete the dialogues with the correct expressions. Then listen and check.**
  - Ss write and then compare answers with a partner. Play the audio for ss to check.
  - Check answers using the Lollipop stick technique, choosing two ss. One student reads the sentence and the other student uses the expression.

**Answer key** 2 I know!, 3 Brilliant!, 4 I know!, 5 Me too!, 6 Brilliant!

## Starting the lesson

- Say the underlined openings of these phrases from Lesson 1 and have ss complete in unison: climate change, destroy the rainforests, global warming, pick up rubbish, plant trees, pollution, protect the environment, recycle, save water, switch off lights, use renewable energy, waste energy.

## Presentation

- Explain that in this lesson ss will read about a competition that the WOW! team want to take part in.

## Practice

### Pupil's Book

- 1 **4.3 Listen and read. What competition are the children going to take part in?**
  - Refer ss to page 50.
  - Ask ss to raise their hands to offer answers.

### Extra activity Critical thinking

- Ask *Why do people take part in competitions? What competitions do schools take part in?* Discuss as a class.

- 2 **Read the dialogue again and answer the questions. Talk to your partner.**
  - Tell ss to read the dialogue quietly and then discuss the answers in pairs.
  - Check answers using the Lollipop stick technique. Ask volunteers to write the answers on the board.



**Mateo:** Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!

**Mei:** I think that's a great idea.

**Alex:** Me too! What can we do to save energy then?

**Mei:** I know! We need to switch off lights and turn off computers when we leave a room.

**Mateo:** And we must close doors, too. That will keep the classrooms warm. What else should we do?

**Mei:** How about recycling more things?

**Alex:** Yes, good idea. At the moment, there are recycling boxes for paper, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.

**Mateo:** I agree. What about water? Can we do anything to save water? Yesterday, I found the hot water running in the sink in the school bathroom.

**Alex:** We mustn't do that because it wastes energy and water.

**Mei:** OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?

**Alex:** No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

**Mateo:** Brilliant! Come on, we must go or we'll be late for our next lesson.

**Mei:** Mateo, I hope you aren't going to forget to turn off the computer and switch off the lights!

**Mateo:** No! I was just about to do that! Alex, close the door behind you ...!

1 Listen and read. What competition are the children going to take part in? *a competition to see which school can save the most energy*

2 Read the dialogue again and answer the questions. Talk to your partner.

1 What are the WOW! Team going to do when they leave a classroom?

*switch off lights, turn off computers and close doors*

2 Why are they going to close doors?

*to keep the classrooms warm*

3 What recycling boxes do they already have? *paper*

4 What recycling boxes do they need? *plastic*

5 How are they going to tell the other students about the competition?

*They're going to put ideas up on the WOW! website.*

6 What should Mateo do when he leaves the classroom?  
*turn off the computer and switch off the lights*

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

Brilliant! I know! Me too!

1 I watched a programme on TV last night about the future of our planet.

2 How can we save energy?

(...) Let's switch off some of the lights.

3 We won the competition!

4 Imagine that your school is taking part in the same competition. What would you do to save energy at school?

50 fifty

4 Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

- Place ss in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask pairs to demonstrate their dialogues to the class.

### Extra activity Fast finishers

- Ss write the words connected to saving the planet in this lesson in their notebooks.

### Finishing the lesson

- Ss close their books. Ask them the questions in Pupil's Book Activity 2 again. Ss raise their hands to offer answers.

## Objectives

- **Lesson aims:** to learn and use modals for obligation; to understand a listening task
- **Target language:** *We should take part in the competition. We must close doors. We need to switch off the lights when we leave a room.*

## Materials

- Resources 16 and 49

## Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing (GSE 34).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards technique; Lollipop stick technique
- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Summative questions technique

## Starting the lesson

- Ask *What do you switch off at home?* and elicit answers.

## Presentation

- Explain that in this lesson ss will learn to use modal verbs for things that are right or necessary to do. They will also do a listening activity.
- Write *We're going out. We should switch off the lights.* Ask *Which verb is the modal verb?* and elicit *should*.

## Practice

## Pupil's Book

- 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.
  - Refer ss to pages 50 and 51. They write their lists in pairs.
  - Ask different ss to raise their hands to offer ideas. Ask for class agreement and have ss tick the points off their lists.

## Diversity

## Challenge

- One student in each pair finds an idea and dictates it to the other student to write down.

## Support

- Ss work in pairs and they both write down the lists.

- 2 Look at the grammar table. Then read and circle the correct options to complete the rules.

- Give ss a minute to work out the rules.
- Check answers using the Lollipop stick technique.
- Tell ss to write down the correct rules in their notebooks. Have ss check each other's notes.

- 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.

- Ss work individually.
- Ask for feedback using the Lollipop stick technique.
- **Extension** Ss look at the text again and match the sentences with modals to the uses, e.g. *'We should take part in it' talks about something it is right to do.*

- 4 Talk about the rules at your school. Use the modal verbs from the grammar box.

- Place ss in pairs for this activity.
- Walk around the class monitoring pairs.
- Ask one student from each pair to stand up and move to sit with a different student. Ss repeat the pairwork.

- 5 4.6 Listen. For each question, choose the correct picture.

- Tell ss to read the questions and look at the pictures before they listen.
- Play the audio. See page 274 for audioscript.
- Check answers using the Lollipop stick technique.

- 6 4.7 Listen again. Are these sentences true or false? Say why.

- Ss read the questions before listening again.
- Check answers using the Lollipop stick technique.
- Ask different ss to give reasons.

- 7 Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.

- Ss write their lists in their notebooks. Then they compare and suggest in pairs.
- Walk around the class monitoring pairs.

## Extra activity Critical thinking

- Ss write a list of other things people waste and what they should do to stop.

## Activity Book

- 1 4.8 Listen and tick (✓) the correct sentences.

- Play the audio. See page 274 for audioscript.

**Answer key** 2 a, 3 a, 4 b

- 2 Read and circle the correct modal verbs.

**Answer key** 2 must, 3 shouldn't, 4 mustn't, 5 needn't, 6 should

- 3 Re-write each sentence so that it means the same as the first sentence. Use the affirmative or negative form of the modal verb in brackets.

**Answer key** 2 We must stop cutting down trees.; 3 I needn't tidy my room today.; 4 Jo, you mustn't shout in the classroom.; 5 You should put on a sweater.; 6 People need to recycle more plastic.



switch off lights,  
turn off computers,  
close doors,  
recycle more things,  
turn off water when finished

- Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.
- Look at the grammar table. Then read and circle the correct options to complete the rules.

## Grammar

## Modal verbs

We <b>should</b> take part in the competition.
We <b>shouldn't</b> throw away plastic bottles.
We <b>must</b> close doors.
We <b>mustn't</b> waste water.
We <b>need</b> to switch off the lights when we leave a room.
We <b>needn't</b> put our ideas in the newsletter.

We use **should** when you think something **is** / **isn't** the right thing to do.  
We use **need to** and **must** when it **is** / **isn't** necessary to do something.  
We use **needn't** / **mustn't** when it is **not** necessary to do something.  
We use **needn't** / **mustn't** when it is necessary **not** to do something.

- Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.
- Talk about the rules at your school. Use the modal verbs from the grammar box.



We must wear school uniform. We should work hard. We need to be polite.



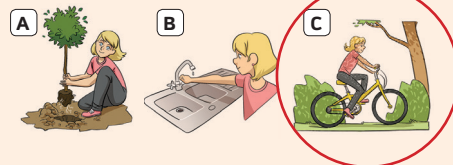
We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any money to school.

- Listen. For each question, choose the correct picture.

1 Mark is talking to his mother. What must he recycle?



2 Sara is talking to her father. What should she do to save energy?



- Listen again. Are these sentences true or false? Say why.

- Mark's mum is going to use the plastic water bottle again. **true**
  - She has finished reading the newspaper. **false** (She hasn't finished reading the newspaper yet.)
  - Mark should leave the glass bottle by the sink. **false** (Mark should leave the plastic bottle by the sink.)
- Sara's family should have showers instead of baths. **false** (They already have showers instead of baths.)
  - When they brush their teeth, they always turn off the water. **true**
  - Sara usually goes to school by car. **true**

- Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.



You needn't have a bath every day. You should have quick showers.

fifty-one 51

- Order the words to make sentences. Tick (✓) the sentences you agree with. Then compare your answers with your partner.

**Answer key** 2 Everyone must protect the environment.; 3 People needn't save water.; 4 We should try to waste more energy.; 5 People must plant lots of new trees.; 6 We need to use lots of paper.; 7 People shouldn't destroy the rainforests.; 8 We mustn't pick up rubbish in the street.

## Grammar reference

- Read and complete.

**Answer key** 2 need to, 3 recycle, 4 mustn't, 5 destroy, 6 use

- Write the sentences with the correct modal verbs.

**Answer key** 2 People mustn't waste water.; 3 You need to eat fruit every day.; 4 I needn't go to school by car.; 5 We shouldn't destroy the rainforests. 6 He must pick up rubbish in the park.

## Extra activity Fast finishers

- Have ss copy the sentences from the grammar table into their notebooks.

## Finishing the lesson

- Ask ss to say a rule that they agree with from the lesson.

## Objectives

- **Lesson aims:** to understand a reading text; to introduce extreme weather words





## Materials

- sheets of A4 paper, enough for each pair of students


## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can talk about matters of personal information and interest in some detail (GSE 51).
- **Writing:** Can write a short description of a trip or event (GSE 40).


## Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork
-  Independent learning: Summative questions technique

## Starting the lesson



-  Ask *What types of good weather do you get in your country? How about bad weather?* Use the Lollipop stick technique for feedback.

## Presentation

-  Explain that in this lesson ss will read a Book Club text.
- Write *Diary* on the board. Ask *Who keeps a diary?* and ask for a show of hands.


## Practice

### Pupil's Book

- 1 **Before you read** Today's Book Club text is a diary. Look and circle the options that describe a diary.
  - Refer ss to page 52. Tell them to look at the pictures.
  -  Ss work in pairs to complete the activity.
  -  Ask for feedback using the Lollipop stick technique.

### Key words search


Tips for keeping a diary


- 2  **4.9 Listen and read.** What was Jake's frightening experience?
  - Ask ss to raise their hands to offer answers.
  - Check comprehension with questions: *Where were Jake and his dad staying? (in a hotel) What happened to the wind? (It got stronger and stronger.) Did they stay in their room? (no) Do you think Jake was scared? (Yes, but his dad told him not to be.)*

- 3 **After you read** Activity Book, page 45.

- Ss turn to page 45 in their Activity Books.

- 4  **Discuss in a group.** Imagine there is a hurricane where you live.

-  Place ss in groups of three for this activity. They ask one question each.
- Walk around the class monitoring groups.
- Ask different groups to tell the class their ideas.

- 5  **Work in pairs.** Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

- Explain the meaning of *natural disaster*. Brainstorm natural disaster words as a class and write the words ss know on the board. Tell them to look at Jake's diary for help. Explain meanings or ask ss to look the words up in a dictionary if available.
- After they complete the activity, ask for feedback: *Did you guess the disaster? Was it easy/hard? Why?*

## Diversity

### Challenge

- Ask ss to work out the meanings of the natural disaster words in the text from the context.

### Support

- Tell ss the translation for the natural disaster words.

## Extra activity Creativity

- Ss add illustrations to their diary paragraph.


## Activity Book

- 1 **After you read** Read the diary on Pupil's Book page 52 again. Number the events in order.

- Ss complete the activity individually. Ask ss to raise their hands to offer answers.

**Answer key** 2 f, 3 a, 4 g, 5 c, 6 h, 7 e, 8 b

- 2 **Answer the questions.** Use complete sentences.


- Ss complete the activity individually.
-  Check answers using the Lollipop stick technique.


**Answer key** 2 He saw the news on his phone.; 3 He spent the first morning in the hotel room.; 4 It was the safest place in the hotel.; 5 They put it in front of the doors.; 6 He told him to hold his hand.

- 3 **Read the Work with words box. Then read and complete the sentences with a phrasal verb with get.**

- Ss work individually and then compare answers with a partner. Write the answers on the board.

**Answer key** 2 get into, 3 get up, 4 get out, 5 get down, 6 get onto

- 4  **Write sentences using the six phrasal verbs from Activity 3.**

-  Ss work individually and then read each other's work and give feedback.
- Ask different ss to read out a sentence.

# A frightening experience

12<sup>th</sup> June, Thursday

Dear Diary,  
Yesterday I had one of the most frightening experiences of my life! I was woken up early by a large storm. I got up and looked out of the window of our hotel. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting!  
But then I looked at my phone and saw on the news that a hurricane was coming. I asked my dad what a hurricane was and he asked him if he knew what to do. He told me not to worry because a hurricane was just a big storm. We stayed in our hotel room and by the afternoon, there was even more rain. There was a flood in the harbour and a gale was blowing the trees!  
The winds got stronger and stronger. In the evening, the hotel manager told us to get out of our hotel room quickly, but he told us not to panic. He told us to go to the dining room. I asked him why he was sending us there and he said that it was the safest place in the hotel.  
The dining room was already full of other tourists. When we were all inside, we put the furniture in front of the doors and then we got down on the floor together in the corner. We waited and waited. The winds got louder, the rain was falling on the roof and then it suddenly went dark. My dad told me to hold his hand. I asked him if he was scared and he told me not to be scared. We stayed there for a long time, listening to the wild weather. Finally, morning arrived and the rain stopped. I couldn't believe that the storm was finally over and I felt so happy that we were safe. I hope I never have a night like that again ...  
Jake



**1 Before you read** Today's Book Club text is a diary. Look and circle the options that describe a diary.

- 1 A diary entry is written in the **first person (I) / third person (he/she)**.
- 2 Diaries are usually **formal / informal**.
- 3 A diary usually describes what happens in **the writer's life / a newspaper article**.
- 4 A diary often describes the writer's **feelings / clothes**.

**2** **Listen and read.** What was Jake's frightening experience? **a hurricane**

**52** fifty-two

**3 After you read** Activity Book, page 45.

**4** Discuss in a group. Imagine there is a hurricane where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

**5** Work in pairs. Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

## Extra activity Fast finishers

- Ss find all the adjectives in Jake's diary entry.

## Finishing the lesson

- Write *Today I have learnt ...* on the board and have ss complete the sentence in their notebooks.



### Objectives

- **Lesson aims:** to learn and use words for extreme weather; to learn and use reported questions and commands
- **Target language:** *hurricane, tornado, thunder and lightning, gale, heatwave, drought, forest fire, volcano, tsunami, flood, avalanche, snowstorm;* 'What is a hurricane?'  
*I asked my dad what a hurricane was.*

### Materials

- Resources 4B and 17

### Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the order in which events happen, e.g. in diary entries or a story (GSE 41).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give an opinion in a structured discussion, if guided by questions (GSE 46).

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; Think-pair-share technique
- Independent learning: Summative questions technique

### Starting the lesson

- Ask *What can you remember from Jake's frightening experience?* Ss raise their hands to offer ideas.

### Presentation

- Explain that in this lesson ss will learn words for extreme weather and learn to use the reported questions and commands.
- Pre-teach the new words. Write them all on the board and ask ss which ones they know or can work out. Ss raise their hands to offer ideas. Explain meanings with definitions or drawings, e.g. *Avalanche: this is when snow falls down a mountainside.*

### Practice

#### Pupil's Book

- 1 **4.10 Look and match. Then listen, check and repeat.**
  - Refer ss to page 53. Tell them to look at the pictures.
  - Play the audio.
  - Ask different ss to offer answers.

### Extra activity Critical thinking

- Ask ss to think about what people do to stay safe in these conditions. They work in pairs and write down one idea for each condition. Promote class discussion.

- 2 **Read the diary in Lesson 4 again. How many weather words can you find?**
  - Refer ss to page 52.
  - Ss work in pairs to find the words. Ask for feedback.
- 3 **Match the people in the story to the words they said.**
  - Ss complete the activity individually and then compare answers with a partner.
  - Check answers using the Lollipop stick technique.
- 4 **Look at the grammar table. Then read and circle the correct options to complete the rules.**
  - Give ss a minute to work out the rules.
  - Check answers using the Lollipop stick technique.
  - Tell ss to write down the correct rules in their notebooks. Have ss check each other's notes.
- 5 **4.11 Zara is telling Mario about a radio interview. Listen and answer the questions.**
  - Play the audio. See page 275 for audioscript. Ask different ss to write their answers on the board.
- 6 **Work in pairs.**
  - Ss work in pairs using the Think-pair-share technique.

### Diversity

#### Challenge

- Ss check each other's written questions and commands before they report back to each other.

#### Support

- Go around the class briefly checking ss' questions and commands before they report back in pairs.

### Activity Book

- 1 **Label the pictures.**  
**Answer key** 2 volcano, 3 tsunami, 4 thunder and lightning, 5 avalanche, 6 flood
- 2 **4.12 Listen and tick (✓) the extreme weather that you hear. There is more than one answer.**
  - Play the audio. See page 275 for audioscript.
  - Answer key** 1 tornado, gale; 2 heatwave, drought, forest fire
- 3 **4.13 Listen again. Complete the text.**  
**Answer key** 2 tornadoes, 3 bigger, 4 gale, 5 strong, 6 heatwave, 7 hot, 8 drought, 9 rain, 10 forest fire
- 4 **Read and complete the reported questions.**  
**Answer key** 2 where penguins lived.; 3 asked if a tornado lasted a long time.; 4 asked when it was summer in Australia.; 5 asked if a tsunami was very dangerous.; 6 asked what she could do to help.
- 5 **Write reported commands.**  
**Answer key** 2 My parents told me not to be late.; 3 Camila told her sister to stop wearing her clothes.; 4 My friends told me not to buy more shoes.; 5 We told Maria to join the basketball team.; 6 I told everyone not to call me at night.

- 1 Look and match. Then listen, check and repeat.

hurricane 5 tornado 7  
thunder and lightning 2 gale 6  
heatwave 4 drought 9 forest fire 12  
volcano 11 tsunami 8 flood 10  
avalanche 1 snowstorm 3



- 2 Read the diary in Lesson 4 again. How many weather words can you find?

- 3 Match the people in the story to the words they said.

Jake Jake's dad the hotel manager

- 1 'What's a hurricane?' **Jake**
- 2 'Don't worry! A hurricane is just a big storm.' **Jake's dad**
- 3 'Do you know what to do?' **Jake**
- 4 'Go to the dining room, please.' **the hotel manager**
- 5 'Don't panic.' **the hotel manager**
- 6 'Hold my hand.' **Jake's dad**

Why are heatwaves and droughts happening more often than they used to?  
Is there anything we can do about this?  
What's a tsunami?  
Are tornadoes dangerous?

- 4 Look at the grammar table. Then read and circle the correct options to complete the rules.

### Grammar

#### Reported speech: *Wh-* questions

'What **is** a hurricane?'

I asked my dad **what** a hurricane **was**.

#### Reported speech: *yes/no* questions

'Do you **know** what to do?'

I asked him **if** he **knew** what to do.

#### Reported speech: commands

'Get out!' → The hotel manager **told us to get out**.

'Don't panic!' → He **told me not to panic**.

When we report questions, we change present tenses to **past** / **future** tenses and we sometimes **change** / **don't change** pronouns, for example *you* becomes *he*.

When we report *Wh-* questions, we use **say** / **ask** + question word.

When we report *yes/no* questions, we use **ask** / **tell** + *if*.

When we report commands, we use **ask** / **tell** + pronoun + *to* + verb.

- 5 Zara is telling Mario about a radio interview. Listen and answer the questions.

- 1 What four questions did the presenter ask?
- 2 What four commands did the scientist give?

- 6 Work in pairs.

- 1 Ask and answer two questions about natural disasters.
- 2 Give two commands about what to do.
- 3 While you talk, note down your partner's questions and commands.
- 4 Report the questions and commands back to your partner. Are you correct?

Go to the basement of your house. Hide under a heavy table or desk. Don't go near windows or doors. Don't panic.

fifty-three 53

### Grammar reference

- 3 Read and complete.

- Ss complete the activity individually. They then compare answers with a partner.

**Answer key** 2 was, 3 recycle, 4 if, 5 recycled, 6 don't, 7 be, 8 not

- 4 Write the questions and commands as reported speech.

**Answer key** 2 Tom told us not to make any noise.; 3 Lisa asked Dan if he was feeling OK.; 4 I asked Tom when he studied.; 5 Kate told Zoe to turn off the TV.; 6 I asked Ana where my book was.

### Extra activity Fast finishers

- Ss write the new words from the lesson in their notebooks.

### Finishing the lesson

- Ss close their books. Ask *Is it easy to report questions?* and say *Don't forget your homework!* Ask ss to report your question and command.

## Objectives

- **Lesson aims:** to learn about climate change and animals
- **Target language:** revision of vocabulary and grammar

## Materials

- sheets of A4 paper, enough for each group of students
- coloured pencils
- Resource 58

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 46). Can give brief reasons for their opinions on familiar topics (GSE 48).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Write these words on the board with the first and last letter missing and ask different ss to complete them: *avalanche, drought, flood, forest fire, gale, heatwave, hurricane, snowstorm, thunder and lightning, tornado, tsunami, volcano.*

## Presentation

- Explain that in this lesson ss will talk about endangered animals.
- **Extension** Ask ss to find the Arctic, China and Africa on a map. Use an online map if available.

## Culture notes

- Polar bears are born on land, but live most of their life on sea ice where they hunt seals for food.
- The panda is classified as a meat eater, but in fact it eats bamboo, often over 9 kg per day.
- Gorillas are the largest primates and they live in groups. The dominant male is called *the silverback*.

## Practice

### Pupil's Book

- 1 **Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?

- Ss discuss in pairs for one minute. Then ask for class feedback. Ss raise their hands to offer ideas.
- Refer ss to page 54. Tell them to look at the photographs and describe what they can see.

### Key words search

WWF list of endangered animals

- 2 **4.14 Listen and read.**

- Play the text all the way through.
- Check comprehension with questions: *What can't polar bears find in summer? (enough food to eat) What will happen to pandas if there isn't enough bamboo? (they won't survive) What will cause more diseases? (the Earth getting hotter)*

## Extra activity Critical thinking

- Ss work in pairs and write down three things that they didn't know before they read the text. Ask *Do you think people know about endangered animals? How can they learn about the problem?*

- 3 **After you read Activity Book, page 47.**

- Ss turn to page 47 in their Activity Books.

- 4 **Work in pairs. Which of these animals would you most like to adopt and why?**

- Explain the meaning of *adopt* if necessary. Ss discuss in pairs for one minute. Encourage class feedback and discussion.

### Key words search

polar bears, giant pandas, mountain gorillas

- **Find out more! Watch the video.**

- Tell ss they are going to watch a video and to watch carefully.

## Project

**Write an action plan for how you can help an endangered animal.**

- Divide ss into groups of four. Give each group paper and coloured pencils.
- Give groups two minutes to brainstorm ideas.
- Help ss decide who will do each part of the research. Assign parts if necessary.
- Each student designs and writes their part of the action plan.
- Have ss present their plans together.

## Diversity

### Challenge

- Ss refer to the texts in their Pupil's Books for help with vocabulary and grammar.

### Support

- Suggest that ss use modals and vocabulary related to the topic. Write some ideas from the texts on the board.

### Activity Book

- 1 **After you read** Read the text on Pupil's Book page 54 again. What do the sentences describe? Write.

**Answer key** 2 sea ice in the Arctic, 3 mountain gorillas, 4 diseases, 5 polar bears, 6 bamboo



# Climate change and animals

We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

## → Sea ice and polar bears

The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.



## → Bamboo and giant pandas

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, so climate change could cause problems. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.



## → Global warming and diseases

Scientists are worried because as the Earth gets hotter, there will be more diseases. These can be passed from humans to gorillas, so they might be in danger in the future. Mountain gorillas live in central Africa. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few mountain gorillas left in the wild. We think there are only about 880, so we must protect them from diseases.



So what can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.

### WOW! Fact

Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

**1 Before you read** What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?

**2** **4.14** Listen and read.

**3 After you read** Activity Book, page 47.

**4** **Work in pairs.** Which of these animals would you most like to adopt and why?

**Find out more! Watch the video.**

**54** fifty-four

### Project

**Write an action plan for how you can help an endangered animal.**

- In groups, choose an animal that is in danger because of climate change. Use one from the box or find your own.  
snow leopard   African/Asian elephant  
green sea turtle   cheetah   tiger
- Decide who will research to find out more about the following ideas:
  - adopting an animal
  - protecting natural habitats
  - organising a sponsored event
  - visiting wildlife centres
- Discuss and choose the three best ideas.
- Present your action plan to the rest of the class.

**2 Answer the questions. Use complete sentences.**

**Answer key** 2 Polar bears go onto the sea ice to find their food.; 3 The sea ice melts completely in some areas.; 4 The giant pandas won't survive. / There won't be enough food for the pandas.; 5 There are about 880 mountain gorillas right now.; 6 They can live in high temperatures.

**3** **4.15 Listen to a report about another endangered animal. Complete the notes.**

- Play the audio. See page 275 for audioscript.

**Answer key** 2 orange, 3 white, 4 plants, 5 flowers, 6 south, 7 5,000/five thousand, 8 wetter, 9 colder, 10 forests

**4** **Work in groups. Choose one of the endangered animals in the box and find answers to the questions. Then make a poster about your endangered animal.**

- Ss work in groups of four. They find information online if available.

### Finishing the lesson

- Write *The most interesting thing in this lesson for me is ...* on the board and have ss complete the sentence.

## Objectives

- **Lesson aims:** to learn to give advice; to learn and practise letters that are not pronounced in modals
- **Target language:** *Perhaps you ought to ...*

## Materials

- a ball
- Resource 67

## Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

## Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique
- 👥 Peer learning: pairwork
- 📝 Independent learning: Thought-provoking questions technique

## Starting the lesson

- 🗨️ Write *Advice* on the board. Using the Lollipop stick technique, ask ss *Who do you ask for good advice?*

## Presentation

- 🎯 Explain that in this lesson ss will learn to give advice.
- 👥 Ask ss to work in pairs and think of a phrase they would say to give advice to a friend.

## Practice

### Pupil's Book

- 👂 **4.16 Listen and read. Answer the questions.**
  - Refer ss to page 55. Ask ss to look at the picture and raise their hands to say what they can see.
  - Play the audio.
  - 🗨️ Check answers using the Lollipop stick technique.
- 📖 **Read the dialogue again. Find five pieces of advice that Mrs Taylor gives Paulo. Use the *Say it!* box to help you.**
  - Draw ss' attention to the *Say it!* box. Read out the sentences and have ss repeat as a class. Explain meanings if necessary.
  - 👥 Ss work in pairs and discuss. Ask different pairs for feedback.
  - **Extension** Ss read out the dialogue in pairs.

## Diversity

### Challenge

- Ask two ss to read out the dialogue to the class.

### Support

- Read out one sentence at a time and have ss repeat.

- 🗨️ **Take it in turns to give each other advice. Use the *Say it!* box to help you.**

- 👥 Place ss in different pairs.
- Walk around the class monitoring pairs.
- Ask different pairs to tell the class their advice and compare ideas.

## Extra activity Collaborative work

- 👥 Ss remain in the same pairs as in Activity 3. They think of two more situations and they give more advice.

## Pronunciation

- 👂 **4.17 Listen and read. Which letters don't we pronounce? Then listen again and repeat.**
  - Explain *pronounce* if necessary.
  - Play the audio. Play it again, pausing after each line, and have ss repeat. Play it a third time and have ss say the sentences with the audio. Make sure they copy the intonation.
  - Ask different ss to offer answers.
  - **Extension** If available, record individual ss' pronunciation of one sentence and have them listen and check themselves.

## Activity Book

- 👂 **4.18 Read and complete the dialogue. Then listen and check.**
  - Ss do the activity individually. Then they listen and check.
  - Ss raise their hands to offer answers.

**Answer key** 2 c, 3 a, 4 f, 5 b, 6 e
- 📖 **Read the statements. Write advice. Then act out the dialogues with your partner.**
  - Ss work individually. Check and correct answers before ss act out in pairs.
  - Walk around the room monitoring pairs.
- 👂 **4.19 Listen and read the sentences. Look at the underlined words and circle the letters we don't pronounce. Then practise with your partner.**
  - Play the audio. Give ss enough time to circle. Have them repeat what they hear.
  - 👥 Ss practise in pairs. Monitor intonation.

**Answer key** 2 'l', 3 'l', 4 'l', 5 the first 't', 6 'l'



My friends and I want to do something to help animals that are in danger. Do you have any ideas?

Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.

Oh yes. That's a good idea.

Perhaps you ought to put a notice in the school newsletter as well.

OK. Yes, I can do that.

Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.

1 Listen and read. Answer the questions.

- 1 What does Paulo want to do?  
*help animals that are in danger*
- 2 How is Mrs Taylor helping him?  
*She's giving him some advice on things he can do.*

2 Read the dialogue again. Find five pieces of advice that Mrs Taylor gives Paulo. Use the Say it! box to help you.

Say it!

#### Giving advice

I think you should ...  
Perhaps you ought to ...  
You could always ...  
If I were you, I would ...  
Why don't you ...?

3 Take it in turns to give each other advice. Use the Say it! box to help you.

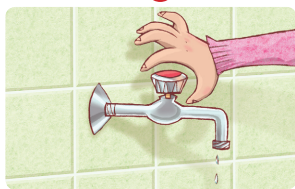
- revise for an English test – how?
- buy a birthday present – where?
- go out for lunch – which café?
- play a new computer game – which game?
- go to the cinema – which film?
- download a new song – which song?

Perhaps you ought to learn some vocabulary.

### Pronunciation

4 Listen and read. Which letters don't we pronounce? Then listen again and repeat.

We ~~mu~~stn't waste water during a ~~dr~~ought.



They ~~shou~~ldn't pollute the environment.



You needn't worry about thunder and ~~li~~ghtning.



fifty-five 55

### Extra activity Fast finishers

- Ss read the dialogue and find all the phrases for giving advice.

### Finishing the lesson

- Ask Do people give advice like this in your country/ language? Ask ss to say what is different or the same.



## Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** *foundation, tonne, piece, business, government, end up*; revision of vocabulary and grammar

## Materials

- Resource 40

## Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; Expert envoy technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Write *Plastic* on the board. Ask ss *What do you use every day that is plastic?* Ss think of ideas in pairs and then tell the class.

## Presentation

- Explain that in this lesson ss will read a report.
- Draw ss' attention to these words: *foundation, tonne, piece, business, government* and *end up*. Write them on the board and explain meanings: *A foundation is an organisation that helps people. A tonne is one thousand kilos. A piece is a part of something. A business is a company. The government is the politicians running a country. 'End up' is a phrasal verb that means be somewhere at the end of a journey.*

## Practice

### Pupil's Book

- 1 **Before you read** Look at the title and the diagrams. What do you think this report is about?

- Refer ss to page 56.
- Ss raise their hands to offer answers.
- Read the *Reading tip* to ss.

- 2 **4.20 Listen and read.**

- Play the audio.
- Check comprehension with questions: *What will cause a problem in the oceans? (plastic) How much plastic do we recycle? (five percent) What do small pieces of plastic do? (kill fish) Who does the report give advice to? (businesses and governments)*

- 3 **After you read** Read again. Are these sentences true or false? Say why.

- Ss work individually to complete the activity.
- Ask for feedback using the Lollipop stick technique. Ask different ss to give reasons.

## Extra activity Critical thinking

- Ss work in pairs to think of two more true or false statements for the report. They swap with another pair and decide if they are true or false. For false ones, they give reasons.

- 4 **How do the diagrams help us to understand the text?**

- Place ss in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs for feedback.

- 5 **Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?**

- Place ss in pairs.
- Walk around the room monitoring pairs.
- Ask different pairs for feedback.

## Diversity

### Challenge

- During feedback for Activities 4 and 5, include all ss in the discussion with prompts: *Do you agree, (name)? What do you think, (name)?*

### Support

- Use the Expert envoy technique for pairwork for Activities 4 and 5.

## Activity Book

- 1 **Read the definitions and write the words.**

- Ss complete the activity individually. They compare answers with a partner before class feedback.

**Answer key** 2 piece, 3 government, 4 tonne, 5 end up, 6 business

- 2 **Read the report on Pupil's Book page 56 again. Read and complete the sentences with two words.**

- Ss complete the activity individually.
- Ask different ss to offer answers.

**Answer key** 2 thrown away, 3 every year, 4 are dangerous, 5 will be, 6 plastic problem

- 3 **Answer the questions. Use complete sentences.**

- Ss complete the activity individually. They can refer to their Pupil's Books if necessary.

**Answer key** 2 We make twenty times more plastic now than we did 50 years ago.; 3 One rubbish truck of plastic goes into the ocean every minute.; 4 Larger pieces of plastic cause problems for seals and turtles.; 5 It's important because it tells us that plastic pollution is a serious problem.; 6 Businesses should always use plastics that can be recycled.

## Literacy: reports

## Reading

- Before you read** Look at the title and the diagrams.  
What do you think this report is about?
- Listen and read.**

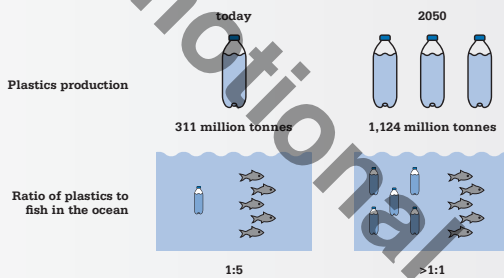
## tip Reading

To understand the main idea of a report, read the title and the first paragraph. Also, look at the diagrams because they can help you to understand the information in the text quickly.

## Plastic pollution in the sea

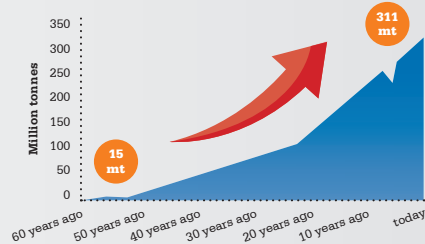
A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause a lot of problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. This is the same as putting one rubbish lorry of plastic into the ocean every minute. Small pieces of plastic can kill fish and larger pieces of plastic are dangerous for turtles and seals.



This report is important because it shows how serious the plastic problem is. It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

Graph to show how much plastic we make



## Words in context

foundation    tonne    piece  
business    government    end up

Activity Book, page 49

- After you read** Read again. Are these sentences true or false? Say why.
  - This report is about how much plastic we will need to make in the future.  
*false (It's about the problem of plastic pollution in the sea.)*
  - There is more plastic in the sea than fish at the moment.  
*false (By 2050, there will be more plastic in the sea than fish.)*
  - We made twenty times less plastic 50 years ago than we do today.  
*true*
  - Only 5% of plastics are thrown away.  
*false (Only 5% of plastics are recycled.)*
  - Every year, 8 million tonnes of plastic pollution ends up in the sea.  
*true*
  - The report says that businesses and governments must both help with this problem.  
*true*
- How do the diagrams help us to understand the text?**
- Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?**

The pictures of the fish and the plastic bottles help us to understand how much of each is in the sea now and how much will be in the sea by 2050. The graph helps us to understand how much more plastic we are making now than we were making 50 years ago.

56 fifty-six

- Work in groups. Choose one of the problems in the box. Discuss the questions and make notes. Then share your ideas with the class.**

- Place ss in groups of four.
- Walk around the room monitoring groups.
- Ask different pairs to present their ideas.

## Extra activity Fast finishers

- Ss write the words in context in their notebooks with definitions.

## Finishing the lesson

- Ask Did you find the report interesting? Was it easy or hard to understand? Did the diagrams help? and encourage class discussion.

## Objectives

- **Lesson aims:** to write a report
- **Target language:** revision of vocabulary and grammar

## Materials

- a ball
- sheets of A4 paper, enough for each student

## Global Scale of English (GSE)

- **Reading:** Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions (GSE 41).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can integrate numerical information into an informational text to give more precise details, given a model (GSE 54).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; Two stars and a wish technique
- Independent learning: portfolio; Learning diary

## Starting the lesson

- Ss work alone and write down as many environment words from Unit 4 as they can remember in one minute.
- Ask for feedback using the Lollipop stick technique.

## Presentation

- Explain that in this lesson ss will write a report.

## Practice

### Pupil's Book

- 1 **Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?**
  - Refer ss to page 57.
  - Ss discuss in pairs. Ask for feedback using the Lollipop stick technique.
- 2 **Read the *How to write...* box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.**
  - Ss work individually. Ask a student to offer answers. Ask for class agreement.
  - **Extension** Check comprehension with questions: *What was the survey about? (the environment) How old were the students who took part? (11 and 12) How many students thought picking up rubbish was the best way to help? (18%) Did the survey show that students are interested or not interested in the environment? (interested)*

- 3 **Write a report on a survey about endangered animals. Use the *How to write...* box to help you.**

- Read the *Writing tip* to ss.
- Give ss time to complete their plan. Monitor and help with ideas.
- Ss work individually to complete the report.
- Ss evaluate their own work.
- Using the Two stars and a wish technique, ss read and check each other's work.

## Diversity

### Challenge

- Ss work alone on their reports and diagrams.

### Support

- Monitor and help ss while they write the reports and draw diagrams.

## Extra activity Creativity

- After checking their written work, ss copy it onto a sheet of paper and find/draw a picture of the place. They display their work on the classroom wall and later add it to their portfolios.

## Activity Book

- 1 **Read and complete the sentences with *while* or *however*.**

- Ss complete the activity individually.
- Check answers using the Lollipop stick technique.

**Answer key** 2 while, 3 However,

- 2 **Look at the diagrams. Answer the questions.**

**Answer key** 2 386, 3 11–14, 4 77%, 5 4, 6 take a quick shower, turn off the water when you're brushing your teeth

- 3 **Study the two diagrams and plan a report about the survey results.**

- Give ss one minute to complete their notes. Monitor and help with ideas.
- Using the Two stars and a wish technique, ss read and check each other's work.

- 4 **Now write your report about the survey.**

- Ss work individually to complete the report.

- 5 **Check your work. Tick (✓) the steps when you have done them.**

- Ss evaluate their own work.
- Using the Two stars and a wish technique, ss read and check each other's work.

## Extra activity Fast finishers

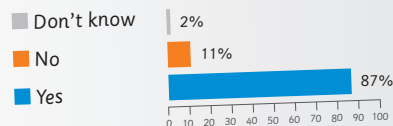
- Ss find all the numbers in the lesson and write them down in words.

## Finishing the lesson

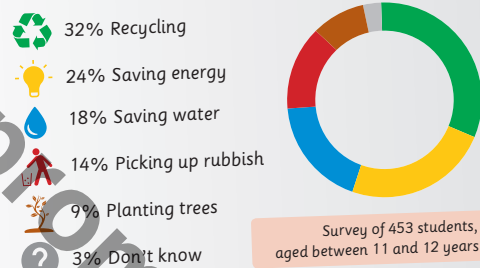
- Ss write down what they achieved in their Learning diary: *Today I wrote a report about ...*

- 1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?

### Is it important to help the environment?



### What's the best way to help the environment?



### Young people and the environment

These diagrams show how students answered a survey about the environment. 453 students, between the ages of 11 and 12, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 9% of students said that planting trees was the best thing to do.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

- 2 Read the *How to write...* box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.

#### How to write... a report

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly*, *secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

- |                   |   |
|-------------------|---|
| 1 Paragraph one   | a Describes the survey results in detail. |
| 2 Paragraph two   | b Explains what the survey results show.  |
| 3 Paragraph three | c Says what the survey was about.         |

- 3 Write a report on a survey about endangered animals. Use the *How to write...* box to help you.

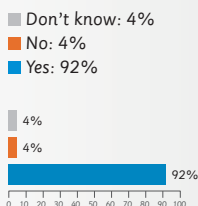
- 1 Look at the diagrams and write a plan, using the information in Activity 2.
- 2 Write your report.
- 3 Read and check your report.

#### tip Writing

##### while and however

To compare two different things, use *while* or *however*.

### Is it important to help endangered animals?



### What's the best way to help endangered animals?





## Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary and grammar

## Materials

- sheets of A4 paper, two for each student
- a ringbinder folder for class comments
- a ball

## Global Scale of English (GSE)

- **Reading:** Can understand short, school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

## Assessment for Learning

- Setting aims and criteria; Key question technique; lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique;
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Ask ss a key question about reviews: *What's the best way to learn new grammar?* Accept all reasonable answers.

## Presentation

- Explain that in this lesson ss will read comments for the WOW! magazine. Then they will do revision of the unit vocabulary in their Activity Books.
- Revise the environment words by dictating them and asking different ss to write them on the board. Ask different ss to explain what they mean or draw pictures: *climate change, destroy the rainforests, global warming, pick up rubbish, plant trees, pollution, protect the environment, recycle, save water, switch off lights, use renewable energy, waste energy.*
- Revise the extreme weather words by dictating them and asking different ss to write them on the board. Ask different ss for definitions or drawings: *avalanche, drought, flood, forest fire, gale, heatwave, hurricane, snowstorm, thunder and lightning, tornado, tsunami, volcano.*
- Revise modals. Write *should, shouldn't, must, mustn't, need to and needn't* on the board. Ss work in pairs and think of a school rule for using each word. Ask for feedback and write some ideas on the board.
- Revise reported questions. Ask *Do you get scared in storms?* and ask ss to report the question. Write the question and reported question on the board. Ask *What do we change for the reported question?* and elicit answers.
- Repeat as above for reported commands. Use *Don't be late!* for your example.

## Practice

### Pupil's Book

- 1 **Read the comments on the WOW! Magazine. Who has helped an endangered animal and how?**

- Refer ss to page 58.
- Check answers using the Lollipop stick technique.

### Diversity

#### Challenge

- Ss now read the comments to themselves.

#### Support

- Read out the comments to ss.

- 2 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**

- Ss work in pairs to answer the questions. They write their own comments and then compare with their partner.
- Ask different ss to read out their comments.

### Extra activity Creativity

- Give each pair a sheet of paper. Ss copy their comments and add them to the class comments folder.

- 3 **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**

- Ss discuss in groups and then give feedback to the class using the Lollipop stick technique.

### Activity Book

- 1 **Read and complete the sentences.**

- Ss do the activity individually and then compare answers with a partner.

**Answer key** 2 plant, 3 recycle, 4 destroy, 5 switch off, 6 use

- 2 **Unscramble the weather words to complete the sentences.**

- Ss complete the activity individually and then compare answers with a partner.

**Answer key** 2 forest fire, 3 heatwave, 4 snowstorm, 5 tsunami

- 3 **Read and complete the sentences with the correct form of the modal verbs.**

- Ss complete the activity individually and then compare ideas with a partner.

**Answer key** 2 must help, 3 needn't buy, 4 should learn, 5 mustn't throw, 6 need to be

- 4 **Write reported questions and commands.**

- Ss complete the activity individually and then compare answers with a partner.

**Answer key** 2 Dad told Paul to switch off the light.; 3 Ali asked Zac when the concert was.; 4 Sue asked Ben what he wanted.; 5 Amy asked Bo if he liked apples.; 6 Mum told Tamar not to be late.

This is YOUR page! We want to hear from YOU.  
Send us your comments and photos like the people below!

1 2 comments



Marta, 12, Argentina 20 minutes ago

I like all your ideas for how to save energy at school. Our school is very green! We use renewable energy from the sun for all our lights and computers.

3 4 comments



Leo, 11, United Kingdom 1 hour ago

I thought the story about the hurricane was really exciting. I hope I never have an experience like that. There were some floods in our town last year and that was quite scary. It rained so much that the water came over the top of the river and destroyed a lot of homes.



2 5 comments



Phil, 11, Oregon, USA 5 minutes ago

I helped to clear rubbish off the beach last month just like Mei did. A local artist was there as well and he made an amazing statue out of some of the things we found. I think that's a good way of showing people how much rubbish we throw away and how dangerous it is for sea animals.



4 3 comments



Agnes, 11, Denmark 1 hour ago

I liked the article about the endangered animals. Pandas are so cute! I got some money for my birthday last year and I used it to adopt a penguin! My money helps to protect penguins in the Antarctic. Maybe I'll adopt a panda next year!



1 Read the comments on the WOW! Magazine. Who has helped an endangered animal and how?

*Agnes adopted a penguin with her birthday money.*

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- Which reading text did you like best and why?
- Did you learn anything new about the environment?
- What are you going to do in the future to save energy and water?

58 fifty-eight

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Mateo 3 minutes ago

What can we do to protect our planet?

### Self-evaluation

- 5 Answer the questions about your work in Unit 4.
- Ss do the activity individually.

### Extra activity Fast finishers

- Ss read the comments again on Pupil's Book page 58 and decide who they agree with and why.

### Finishing the lesson

- Write on the board *In Unit 4 I can ..., I am good at ... I am not very good at ...*. Ss copy the sentences into their notebooks and complete them with their own evaluation. Ask different ss *What do you need to practise more? How can you do that? What are you already doing?*

Next lesson Unit 4 Test

## Objectives

- **Lesson aims:** A2 Key Reading Part 4 and B1 Preliminary for Schools Reading Part 5; A2 Key for Schools Listening Part 4 and A2 Key for Schools Reading and Writing Part 7
- **Target language:** unit vocabulary and grammar

## Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speaker talks slowly and clearly (GSE 37).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: Expert envoy technique; groupwork; Think-pair-share technique
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Ask *What did you learn in Unit 4? What was easy? What was hard? What was interesting? What wasn't very interesting? Have you learnt the new words?* and elicit answers.

## Presentation

- Explain that in this lesson ss will practise for the A2 Key for Schools and B1 Preliminary for Schools exams.

## Practice

### Pupil's Book

- 1 **For each gap, choose the correct answer.**
  - Refer ss to page 59. Tell ss that this is the A2 Key Reading and Writing Part 4 and B1 Preliminary for Schools Reading Part 5 exams.
  - Read the *Exam tip* to ss. Make sure ss understand the tip.
  - Ss work individually.
  - Check answers using the Lollipop stick technique.

## Diversity

### Challenge

- Ss read the questions and options to themselves.

### Support

- Read out the questions and options to ss.

- 2 **4.21 Listen.** For each question, choose the correct picture.

- Tell ss that this is the A2 Key and B1 Preliminary for Schools Listening Part 1 exams.
- Read the *Exam tip* to ss.
- Play the audio. See page 275 for audioscript.
- Check answers using the Lollipop stick technique.

## Extra activity Collaborative work

- Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique. Ss write their opinion about the unit under lesson headings. The envoy reports back to the class.

## Activity Book

### A2 Key for Schools Listening Part 4

- 1 **Think!** Read the task carefully. Make sure you know what you have to do.

- Tell ss that this is the A2 Key for Schools Listening Part 4 exam.

- 2 **Try!** **4.22 Listen and choose the correct sentence. Then explain your answer.**

- Play the audio. See page 276 for audioscript.
- Check answers using the Lollipop stick technique.

**Answer key** 1 B, 2 C

- 3 **Do!** **4.23 Listen.** For each question, choose the correct answer.

- Read the *Exam tip* to ss.
- Play the audio. See page 276 for audioscript.

**Answer key** 1 B, 2 A, 3 C, 4 B

### A2 Key for Schools Reading and Writing Part 7

- 1 **Think!** Read the task carefully. Make sure you know what you have to do.

- Tell ss that this is the A2 Key for Schools Reading and Writing Part 7 exam.

- 2 **Try!** Look at the picture. Answer the questions.

- Check answers using the Lollipop stick technique.

**Answer key** 2 She was watching a man while she was waiting for the bus.; 3 The man was putting some glass bottles into a recycling bin.

- 3 **Do!** Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.

- Read the *Exam tip* to ss.

### Possible answer:

One day, Paul was at the park. He saw lots of rubbish everywhere so he called some of his friends. Everyone came to the park and they cleaned up all the rubbish together.



## A2 Key Reading and Writing Part 4 and B1 Preliminary for Schools Reading Part 5

1 For each gap, choose the correct answer.

### Green turtles



Green turtles live on the Great Barrier Reef (1) ... Australia and lay their eggs in the sand on the beaches nearby. A (2) ... has found that the rising temperatures mean that 99 percent of all turtles are born female. The temperature around the turtle eggs decides whether the turtle is born male or female. This won't be a problem immediately (3) ... turtles don't start to lay eggs until they are 25 to 35 years old. But it will be a serious problem in the future. Scientists say that we (4) ... do something now to stop global (5) ... or green turtles may become (6) ...

**tip Exam**

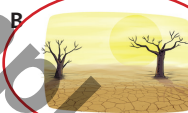
Read the whole text first to find out what it's about. Then look at each question and try to choose the correct word to fit the space. Make sure you read the whole sentence before you choose your answer. Then make sure the other three words don't fit. When you've answered all the questions, read through the whole text again to check that it makes sense.

- |                    |                  |
|--------------------|------------------|
| 1 A on             | <b>C in</b>      |
| B about            | D for            |
| 2 A experiment     | C description    |
| <b>B report</b>    | D story          |
| 3 <b>A because</b> | C also           |
| B although         | D but            |
| 4 A might          | <b>C must</b>    |
| B shouldn't        | D mustn't        |
| 5 A climate        | C heating        |
| B change           | <b>D warming</b> |
| 6 A excited        | C excellent      |
| <b>B extinct</b>   | D example        |

## A2 Key and B1 Preliminary for Schools Listening Part 1

2 Listen. For each question, choose the correct picture.

1 What's the weather like at the moment?



2 What new thing are Sue and Tom going to do to help the environment?



3 What did Rita do this afternoon?



**tip Exam**

Don't choose the first picture that you hear. You may hear all of them during the recording – you must listen carefully to understand which is the correct answer to the question.

### Extra activity Fast finishers

- Ss write three sentences about the unit.

### Finishing the lesson

- Ask How did you get on in Unit 4? What did you like best? Which words were the most difficult to remember? Do you understand the grammar? What would you like to learn more about?