Jane Thompson



Level 6 overview

Teacher's Guide	Number of hours	Vocabulary	Grammar and structures		
1 A visit to the TV studios pages 8–20	8	Jobs: arlist, journalist, photographer, secretary, writer Other: envelope Useful Language: bored, excited, during, early, entrance, environment, everywhere, excellent, fact, friendly, front, important, job, lovely, missing, natural, news, ready, studio, suddenly, sure, together, tonight, wild, worried, explain, feel, forget, look after, whisper	Ouestion tags in the present simple, present continuous and present perfect: It's about the competition, isn't it? Yes, it is. We're going to get up early, aren't we? Yes, we are. We have looked in the basement, haven't we? No, we haven't. We can't visit the studio again, can we? Yes, we can.		
2 Jobs for everyone pages 21–32	8	Jobs: actor, chemist, dentist, fire fighter, footballer, pilot, police officer, postman, postwoman Places: factory, fire station, office, post office Verbs: post, score a goal Other: fire engine, newspaper, postcard, shorts, smoke, stamp, team, uniform Useful Language: a.m., p.m., language, lift, match, material, nowhere, player, real, rich, special, you're welcome, finish, grow, make sure, protect, repair, sell, steal	Pronouns and adverbs to refer to unspecified people, things and places: There isn't anyone. There is something. There is no one. It is everywhere.		
3 In the future pages 33–45	8	Jobs: businessman, engineer, singer Objects and places: light, machine, screen, college, police station Verbs: blow, build Other: passengers, students, traffic Useful Language: air, away, business, cheap, exercise, expensive, hard, health, illness, lazy, life, noisy, poor, same, still, hope, save, spend, turn off, turn on	will and won't: I will help people. Sam won't be lazy. may and may not: Will a police officer's job change in the next 20 years? It may. Will a singer's job change? It may not.		
4 The cooking competition pages 46–56	8	Adjectives: unlidy Food and drink: pepper, strawberry, sweets Places: railway station Verbs: feel, smell, taste, whistle Other: conversation, sound, sunglasses, winner Useful Language: a bit, actually, decide, describe, meal, repeat, the problem with, colourful, free, fresh, healthy, horrible, lucky, soft, strange, lidy	Verbs of sensation with adjectives and superlative adjectives: Il looks a bit untidy. It tasted the worst. Verbs of sensation with like and nouns to describe things and people: The cake looked like a rabbit. She sounded like a bird.		
5 Molly's amazing neighbours pages 57–67	8	Jobs: businesswoman The home: fridge, mobile phone, toilet Other: chopsiks, midnight, neighbour, umbrella, wool Useful Language: amazing, chal, Chinese, cooker, designer, east, electricity, just, move in, nice to meet you, until	Present perfect (with for and since): She has lived here since 1960. She hasn't lived there for six months. How long? answered with for and since: How long has she lived there? She's lived there for 10 years. She's lived there since September. Reinforcement of present simple and comparison with present perfect: My friend, Ben, lives in Jakarta. He has lived there for 11 years.		
Revision Unit 1 pages 68–72	4	Review of: will: question tags; How long ? and present perfect (with for and since); verbs of sensation with adjectives			
6 That's a good idea pages 73–84	8	Adjectives: striped Clothes: bell, lights The home: air conditioner, curtains Other: necklace, ring, shade, spots, stage, stripes, water cooler Useful Language: advice, agree, bright, comfortable, improve, let, meeting, secret, should, suggestion, thank	should and shouldn't (for advice and opinions): What should I do? Should I ask for different presents? I should ask for different presents. You shouldn't ask for different presents. Reinforcement of will: The room will feel cooler. Reinforcement of will: The room will feel cooler. Reinforcement of how about, let's, could (for making suggestions): How about having a fridge wilh cool drinks in the classroom? Let's just open all the windows and doors. We could have darker glass for the windows.		
7 Sea monsters pages 85–95	8	Adjectives: full, little, smelly, spotted Animals: octopus Clothes: pocket Verbs: follow Other: bin, extl, rubbish, smell Useful Language: begin, collect, disappear, end, the beginning, scream, several	Past continuous (for background setting and interrupted actions): Sue was walking along the beach. Mum was sitting on the beach when Jill screamed. What was Sue doing when Jill screamed? Causal make: Rubbish on the beach makes it a dangerous place.		
8 Not too big and not too small pages 96–107	8	Adjectives: burnt, high, low, light Food and drink: pepper Jobs: waiter Verbs: lift Other: trolley Useful Language: do you mind?, fetch, hurry, normal, sour, unfriendly	Adverbs too and enough: The grapes are too sour. The watermelon is not large enough. It was too late to eat dinner. Are you old enough to drive? No, I'm too young to drive. Yes, I'm old enough to drive.		
9 A trip to London pages 108–119	8	Animals: swan Food and drink: peanut The home: shampoo, soap, suitcase, toothpaste Places: airport, hostel, London Weather: fog, foggy Other: view Useful Language: see you soon!, north, south, west	Adverbs too many and too much with nouns to talk about excess: Molly's got too many T-shirts and too much chocolate. not enough with nouns to talk about insufficiency: Molly hasn't got enough water. There aren't enough cupboards in the kitchen. There isn't enough food for lunch. a few and a little to talk about quantity: She's got a few peanuts and a little water. where clauses: Hyde Park is the place where Molly went riding.		
10 The Science Club pages 120–130	8	Animals: Insects Food and drink: vinegar Jobs: scientist Parts of the body: toe, wing Verbs: float Other: pond, swing Useful Language: believe, century, experiment, extinct, join, member, partner, project	Zero conditional (with if): If you put an egg in vinegar for a week, its shell disappears. Revision of how about, let's, could, shall we (for making suggestions): How about picking up the rubbish? Let's bake some cakes. I could carry bags for people. Shall we have a race? Revision of past simple (in a narrative): After we joined the new Science Club		
Revision Unit 2 pages 131–135	4	Review of: adverbs to talk about excess and insufficiency; zero conditionals (with if); sho	. und (for advice) and could (for suggestions)		

Online teacher's resources at www.mceducation.com/towe

Communication objectives	It's our world!	Extra!	Resources
To obtain, understand, check and confirm information	School radio in the USA	Stress in polysyllabic words Mixed punctuation: capital letters, full stops, question marks, apostrophes and speech marks Adjectives review A project to find out about a job	Pupil's Book pages 10–17; Workbook pages 6–13; Unit 1 end-of-unit test; CD or MP3s; Flashcards: jobs
To talk about unspecified people, things and places To talk about jobs and describe workplace activities	Take Our Kids to Work™ Day	Intonation to show interest in what a speaker is saying Unusual spellings of some words Vocabulary review A project about jobs and inventions	Pupil's Book pages 18–25; Workbook pages 14–21; Unit 2 end-of-unit test; CD or MP3s; Flashcards: Jobs and places
To ask and answer questions about future plans and intentions To make predictions To talk about possibilities in the future	Masdar City	Intonation to show probability and certainty Commas in lists Vocabulary review Short book: <i>My future in 10 years</i>	Pupil's Book pages 26–33; Workbook pages 22–29; Unit 3 end-of-unit test; CD or MP3s; Flashcards: jobs, home and places
To talk about and compare how things taste, feel, look and sound	Mooncake Festival	Pronunciation of words containing 'ee' and 'ea' Ordering of multiple adjectives used together in a sentence Crossword to review vocabulary Interpreting a poem: Clouds by Christina Rosetti	Pupil's Book pages 34–41; Workbook pages 30–37; Unit 4 end-of-unit test; CD or MP3s; Flashcards: places, food and drink
To talk about how long a present action or state has lasted	A community garden	Sounds twinning Ordering ideas in descriptive writing for and since review Poster: My street or A street I know well.	Pupil's Book pages 42–49; Workbook pages 38–45; Unit 5 end-of-unit test; CD or MP3s; Flashcards: Jobs and home
			Mid-course test
To give suggestions and advice for everyday problems To give reasons for the suggestions made	A school community council	Different ways to spell the same sound Checking and correcting written work: grammar, vocabulary, spelling, punctuation Crossword to review vocabulary Poster: Good advice	Pupil's Book pages 54–61; Workbook pages 50–57; Unit 6 end-of-unit test; CD or MP3s; Flashcards: clothes and home
To set the scene for a story To describe and narrate interrupted past events To talk about the effects of states and actions	Amazing sea creatures	Different ways to spell the same sound Different ways to check and correct written work: grammar, spelling, punctuation A project on a sea, lake or river 'monster'	Pupil's Book pages 62–69: Workbook pages 58–65; Unit 7 end-of-unit test; CD or MP3s; Flashcards: clothes and animals
To talk about excess, sufficiency and insufficiency	Growing food in Iceland	Intonation and sentence stress to give meaning in answers Word order in sentences and questions Comprehension exercise using <i>too</i> Writing exercise to review grammar and structures	Pupil's Book pages 70–77; Workbook pages 66–73; Unit 8 end-of-unit test; CD or MP3s; Flashcards: jobs, food and drink
To talk about quantity, excess and insufficiency To talk about where things happen or happened	A school trip to a butterfly centre	Stress in polysyllabic words Writing a postcard Grammar review	Pupil's Book pages 78–85; Workbook pages 74–81; Unit 9 end-of-unit test; CD or MP3s; Flashcards: home, places, weather, animals, food and drink
To express general truths about what happens when a condition is met	Being a scientist	Different pronunciations of words with 'oo' Writing a thank-you letter Vocabulary review	Pupil's Book pages 86–93; Workbook pages 82–89; Unit 10 end-of-unit test; CD or MP3s; Flashcards: jobs, animals, food and drink, and face and body
			End-of-course test
 	· · · · · · · · · · · · · · · · · · ·		

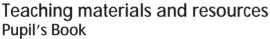
Introduction

About Take Off with English

Take Off with English 9 focuses on developing accuracy in reading, writing, listening and speaking. The Teacher's Guide integrates the Pupil's Book, Workbook, audio and online resources to help you provide young learners with a complete and positive learning experience.

As part of a six-level series, designed for Grades 3-9, Take Off with English 9 prepares pupils for success in today's world by teaching them skills such as global awareness, critical thinking and collaboration.

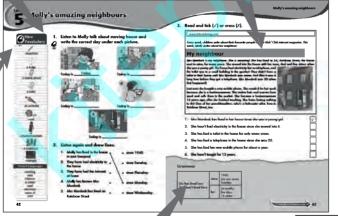
The series is perfect for all primary English classes and also prepares pupils for the Cambridge English: Young Learners tests. Take Off with English 8 and 9 cover the Cambridge English: Flyers test syllabus. By the end of Take Off with English 9, pupils will have covered the vocabulary, grammar, and structures required for all three levels of the Cambridge English: Young Learners tests.



Take Off with English 9 Pupil's Book contains ten units and two revision units. Frequent practice of the four skills – reading, writing, speaking and listening – is fully integrated into each unit. New grammar and vocabulary are introduced

Large audio icons identify listening varie activities.

Longer reading texts in a variety of genres develop reading skills.



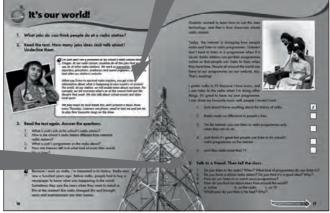
and grammar are recycled throughout the series at increasing levels of sophistication to reinforce learning. Children learn about the world and other children's lives and reflect on their own experiences in the *It's our world!* lesson in each unit of the Pupil's Book.

in context through a lively unit theme and story. Vocabulary

Children learn about the world, other children's lives and reflect on their own experiences.

New language structures are highlighted.

Activities develop 21st century skills, such as critical thinking, communication and collaboration.



4

New words are introduced with pictures and audio to aid

comprehension.

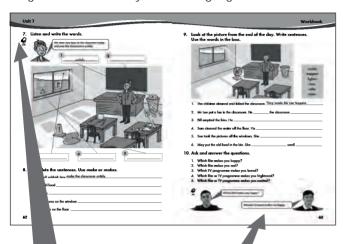
Useful language

is also highlighted



Workbook with Audio

At each level, the Workbook with Audio complements the Pupil's Book. Activities emphasise writing practice and consolidation of grammar, vocabulary and the language skills.

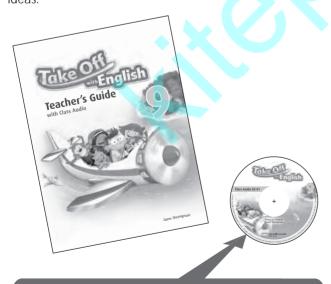


The Workbook Audio CD and selected audio scripts mean pupils can practise listening at home.

Audio recordings of speaking models are indicated with small audio icons.

Teacher's Guide with Class Audio

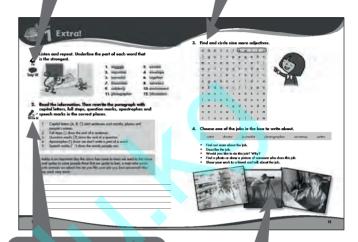
At each level, the Teacher's Guide provides step-by-step instructions for each lesson to assist both new and experienced teachers. Each unit has a unit overview, lesson overview and detailed lesson plans containing instructions for use, tips and ideas.



The Class Audio for the Pupil's Book is supplied on two Audio CDs at the back of each Teacher's Guide. MP3s are also available at www.mceducation.com/towe.

Say it! activities introduce aspects of pronunciation such as blends, intonation and word stress.

Vocabulary from the unit is reviewed in interesting and challenging ways to make pupils think harder.



New Write it! activities develop writing skills such as sequencing ideas and correct use of register and punctuation.

Activities develop 21st century skills such as critical thinking, communication, collaboration and creativity.

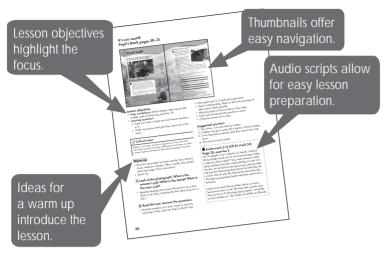
Online Teacher's Resources

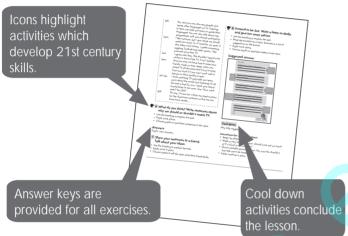
In addition to the Teacher's Guide, the Take Off with English website provides free downloadable resources to further complement the series and save teachers' time. Resources include scope and sequences, a lesson-plan template, a lesson-log template, teaching tips, flashcards, MP3s of all the audio, photocopiable games and activities, customisable endof-unit tests, a mid-course test and end-of-course test, printable certificates, Cambridge English: Young Learners Word List and Cambridge English: Young Learners Correlation Chart.

www.mceducation.com/towe



Using the Teacher's Guide





Preparing to teach Take Off with English

The contents on pages 2–3 list the topics, vocabulary, grammar, structures, communication objectives and resources covered in each unit.

Preparing to teach a new unit

Look up the corresponding units in the Pupil's Book and the Workbook and refer to the Unit overview at the start of each unit in the Teacher's Guide. This will provide you with a good overall view of what is to be taught and how the various items are organised in the unit.

Reorganise or adapt the lesson plans and/or teaching materials where necessary, to cater to your individual classes. Every learner has different abilities, aptitude and motivation for language learning. They therefore will learn and progress at different rates. Taking into account these differences will aid you in planning a lesson that will achieve optimum results for your pupils. You may wish to read the teaching tips at the start of each unit for useful ideas.

It is important to allow pupils to achieve success in the early stages of their learning. This will serve as great motivation for them in their learning.

Activities in *Take Off with English* cater to classes of mixed ability and hence create opportunities for every pupil to experience success. Suggestions and activities in the notes and in the *Optional extension activities* boxes help pupils to apply and extend language use to parallel or new contexts, thus providing more opportunities for practice and success. There are certificates, available to download from the *Take Off with English* website (www.mceducation.com/towe), which can be used to reward and encourage pupils in their efforts.

The *Take Off with English* website features lots of other useful resources to help plan your lessons. You may wish to download the flashcards, which are organised in topic groups. These are useful for vocabulary presentation and games. Find and print out those which relate to your lessons. Also access the online teacher's resources for end-of-unit tests, mid-course tests, end-of-course tests, MP3s of the audio, certificates and other useful resources.

Preparing to teach a lesson

Read the lesson overview at the start of each unit, the lesson objectives and the lesson plans in the Teacher's Guide carefully, referring at the same time to the corresponding pages in the Pupil's Book and Workbook.

Make notes on adaptations you wish to make to the teaching procedure and/or materials to cater to the learning style of your pupils and/or your own teaching style. You may wish to use the lesson plan template on the *Take Off with English* website. Anticipate problems you think you might encounter in your lesson, for example, specific learning needs of your pupils or constraints due to the physical classroom environment.

Refer also to the audio scripts in the Teacher's Guide for the audio recordings. Listen to the audio recording before the lesson to familiarise yourself with the recording. The Class Audio includes recordings of listening texts, vocabulary, speaking models and some reading texts from the Pupil's Book. The Class Audio is provided on the CDs at the back of the Teacher's Guide. The Workbook Audio is provided on the CD at the back of the Workbook. Both are supplied as MP3s on the *Take Off with English* website.

All answers to the Pupil's Book and Workbook exercises are provided in the Teacher's Guide at the end of each exercise. You may wish to refer to these during your lesson planning.

Use the *Optional extension activities* boxes throughout the Teacher's Guide for useful suggestions for additional activities and for dealing with mixed ability groups.

Most importantly, keep the learning outcomes of the lesson in mind. You will now be well prepared to teach the lesson.

The four language skills

The Teacher's Guide for *Take Off with English* provides comprehensive coverage of the teaching of the four skills – listening, speaking, reading and writing. You can be confident that every lesson has detailed activities to teach and reinforce each of the four skills.

Listening: Frequent listening activities and examples provide pupils with essential models of English as spoken by native speakers. Regular exposure and practice help pupils develop their listening skills and contribute to their development and acquisition of the language. As pupils progress in their learning, *Take Off with English 9* exposes them to longer and more complex listening texts.

Speaking: Take Off with English provides relevant and meaningful opportunities for oral activities in the classroom. The materials for pupils contain extensive visual support. Examples for speaking activities are recorded as models. These are identified with a small audio icon in the Pupil's Book and Workbook. Play these for your pupils before they start the speaking activity. In addition, many of the Warm up and Cool down activities suggested in the Teacher's Guide are designed to encourage meaningful communication and promote fluency.

Say it! sections in the Workbook introduce pupils to basics of intonation, word stress and blends with simple listen and repeat activities. You may wish to do these as a class or individually.

Reading: Take Off with English provides extensive reading materials covering a variety of text types. The materials are explored through a range of activities that emphasise reading at paragraph and text level. Some reading texts are recorded to help pupils develop fluency. As pupils progress in their learning, Take Off with English 9 exposes them to longer and more complex reading passages.

Writing: Writing is often the most challenging skill for any language learner. Writing should only be embarked on when pupils are ready. In Take Off with English 8 and 9 longer writing exercises develop writing at paragraph and text level as well as writing for specific purposes. Pupils are encouraged to work together to check, evaluate and improve their writing. Write it! sections in the Workbook enhance writing skills with focus on more challenging aspects of writing such as punctuation, linking words, layout and register.

21st century skills

21st century skills icons in the Teacher's Guide highlight activities that encourage pupils to develop 21st century skills such as collaboration, communication, critical thinking, creativity and global awareness. These will help your pupils develop lifelong skills.

It's our world sections in every unit introduce pupils to the wider world, and promote global awareness and cross-cultural understanding. They often contain vocabulary and structures that pupils have not yet formally covered, but which they will begin to acquire naturally. In this way, pupils begin to develop as readers and language learners. Learning to manage texts that are a little beyond their level is an essential skill for emergent readers, as is the sub-skill of scanning for specific information. Where necessary, the new language is explained, and pupils are not expected to be able to produce it. The new vocabulary is listed in the lesson objectives in each lesson to guide you. You may also wish to refer to the cultural notes at the start of each lesson to understand more about the cultures discussed in the lesson.

Recycling and revision

Vocabulary and structures are continuously recycled in *Take Off with English* to reinforce learning. Use the revision units in the Pupil's Book and Workbook and progress tests online to monitor your pupils' progress and to assess their learning needs. The *Extra!* section at the end of every unit in the Workbook reviews the unit topic and language covered in an interesting and motivating way while stretching pupils.

Curriculum hours

The time taken for classroom instruction (Pupil's Book and Workbook) totals approximately 70 hours. Time also needs to be allocated for games, extension activities revision, tests and reviewing homework exercises. This brings the total number of teaching hours for *Take off with English 9* to about 90 to 100 hours.

Using the course flexibly

School timetables vary with regard to the length of a lesson and also the number of lessons per week dedicated to English. Therefore, you should adapt the suggested lesson division to your particular situation. The tips in the lessons will help you to adapt the series to your needs.

If you have few teaching hours, you may omit the *It's our world!* and *Extra!* sections and still be confident that the full Cambridge English: Young Learners test syllabus has been covered.

In particular, the Workbook can be used in a variety of ways:

- delivered in class, as extension or consolidation for the whole class
- as homework as extension or consolidation for the whole class
- in class with or without adult support as consolidation for lower-ability pupils
- for independent use in class, as extension for the higherability groups. This frees you, allowing you to give extra support to those pupils who need it.

Unit overview

Objectives

Grammar: question tags in the present simple, present continuous and present perfect

New vocabulary:

Jobs: artist, journalist, photographer, secretary, writer

• Other: envelope

Useful language: bored, excited, during, early, entrance, environment, everywhere, excellent, fact, friendly, front, important, job, lovely, missing, natural, news, ready, studio, suddenly, sure, together, tonight, wild, worried, explain, feel, forget, look after, whisper

Communication objectives:

- To obtain, understand, check and confirm information
- To give personal information

Learning outcomes:

- · Pupils can use question tags to check information.
- Pupils can use short answers to confirm or correct information.
- Pupils can obtain, understand and give personal information.

It's our world! focus: School radio in the USA

Extra! project: Find out about a job

Online teacher's resources

- Unit 1 end-of-unit test
- · MP3s of the audio
- · Flashcards: jobs; games, certificates and more .. www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 10–11; Workbook pages 6–7

Grammar: negative question tags with be/do

New vocabulary: an artist, a journalist, a secretary, a writer, an envelope, early, an environment, excellent, a fact, front, important, look after, natural, news, studio, tonight, wild

21st century skills lesson objective:

• Collaboration: Pupils work together to answer questions on a reading text.

Lesson 2

Pupil's Book pages 12-13; Workbook pages 8-9 New vocabulary: a photographer, forget, friendly, lovely, ready, sure, together, bored, excited, feel, a job, whisper (v) 21st century skills lesson objective:

• Collaboration: Pupils work together to number sentences in order.

Lesson 3

Pupil's Book pages 14-15; Workbook pages 10-11 **Grammar**: positive and negative question tags with have/ can

New vocabulary: during, an entrance, everywhere, explain, missing, suddenly, worried

21st century skills lesson objectives:

- Collaboration: Pupils find the missing sentences in a story; pupils complete question tags and match them to pictures.
- Communication: Pupils check each other's personal information.

It's our world!

Pupil's Book pages 16-17

21st century skills lesson objectives:

- Global awareness: Pupils read about a student radio station in the USA.
- · Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils discuss their use of radio, TV and internet; they present their ideas to the class.

Unit 1 Extra!

Workbook pages 12-13

21st century skills lesson objective:

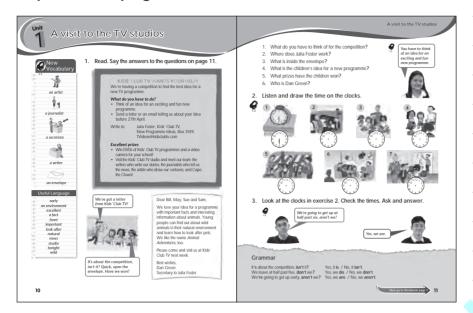
Creativity: Pupils do a project to describe a job.

Say it!: stress in polysyllabic words (sincerely, envelope) Write it!: mixed punctuation: capital letters, full stops, question marks, apostrophes and speech marks

Teacher's tips

To show punctuation as they read their writing aloud, pupils can touch their heads for a capital letter and make a 'click' for a full stop. Allow the pupils to decide other gestures.

Lesson 1 Pupil's Book pages 10–11



Lesson objectives

- Grammar: negative question tags with be/do (present simple and present continuous tenses)
- New vocabulary: an artist, a journalist, a secretary, a writer, an envelope, early, an environment, excellent, a fact, front, important, look after, natural, news, studio, tonight, wild
- · Learning outcomes:
 - o Pupils can understand and say at what time something is going to happen.
 - Pupils can use question tags and short answers to check and confirm information.

Warm up

Review clock times. Use a teaching clock with movable hands or draw a blank clock face on the board.

- Move or draw the clock hands to show a time. Choose pupils to say the time.
- Say a time. Choose pupils to show or draw the time you say.
- · Repeat both activities with different times.

New vocabulary

- Look at the vocabulary box on page 10 as a class.
- Play audio track 1.1. Point to each word in turn.
- Check understanding. Use the pupils' own language to teach the useful language.
- Replay the audio several times while the pupils point and repeat.

Audio track 1.1 (CD 01 track 01) Page 10, New vocabulary

an artist, a journalist, a secretary, a writer, an envelope, early, an environment, excellent, a fact, front, important, look after, natural, news, studio, tonight, wild

Read. Say the answers to the questions on page 11.

- Read the speech bubbles and the letter as a class.
- Play audio track 1.2.
- Check understanding.
- Pupils work in pairs.
- Choose pupils to say their answers.

Answers

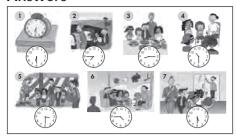
- 1. an idea for a (/an exciting and fun) new (TV) programme
- 2. at Kids' Club TV
- 3. a letter from Kids' Club TV (inviting/asking the children to visit Kids' Club TV / saying that they have won)
- 4. a programme with important facts and interesting information about animals and pets / about wild animals in their natural environment and how to look after pets
- 5. DVDs, a video camera and a visit to Kids' Club TV studio
- 6. Julia Foster's secretary

Audio track 1.2 (CD 01 track 02) Page 10, exercise 1

Girl: You have to think of an idea for an exciting and fun new programme.

2 Listen and draw the time on the clocks.

- Do the grammar box first (see page 7).
- Use the example to explain the task.
- · Check understanding of the pictures.
- Play audio track 1.3. Pupils work in pairs.
- · Check the answers.



Audio track 1.3 (CD 01 track 03) Page 11, exercise 2

1. Mr Lee: OK, everyone, this is our timetable for

tomorrow's visit to the Kids' Club TV studio.

Bill: We're going to wake up early, aren't we?
Mr Lee: Yes, we are. I'm going to get up at half past

<u>six</u>.

2. May: We're going to leave from school at <u>quarter</u>

to eight, aren't we, Mr Lee?

Mr Lee: Yes, we are. We're going to meet at the big

gate at the front of the school. Please don't

be late.

Sam: How long is it going to take to get to the

studio?

Mr Lee: Half an hour.

3. Mr Lee: When we arrive at quarter past eight, we're

going to eat our breakfast. There's going to be lots of good food to eat at the TV studios.

Sam: Yum!

4. Mr Lee: After we've had breakfast, we're going to

look around the studio. Then we're going to meet Julia Foster at <u>half past ten</u>. She's going to talk to an artist and a writer. After that

we're going to have lunch.

5. Sam: After lunch, we're going to watch people

making a programme about the circus, aren't we? We're going to meet a famous

clown at half past three!

Mr Lee: Yes, that's right.

6. May: What are we going to do after that?

Mr Lee: After that, at <u>quarter to five</u>, you're going to

be on TV with Julia.

7. Sue: Then we leave the studio at half past five and

go home, don't we?

Mr Lee: Yes, we do. It's going to be a long day. Go

to bed early tonight because you have to get

up early tomorrow.

3 Look at the clocks in exercise 2. Check the times. Ask and answer.

- Use the exercise heading to explain the task.
- Play audio track 1.4 as an example.
- Pupils work in pairs.
- · Choose pairs to say their conversations aloud.

Answers

Conversations following the model, using the information in exercise 2.

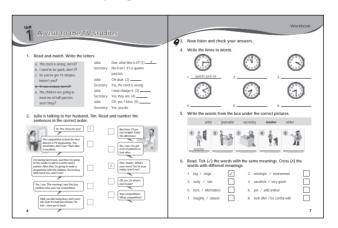
Audio track 1.4 (CD 01 track 04) Page 11, exercise 3

A: We're going to get up at half past six, aren't we? B: Yes, we are.

Grammar: Negative question tags with be/do

- Read the questions and answers in the grammar box as a class. Explain that a question tag is a short question added to the end of a statement.
- Explain that we use question tags when we want to check that our information is correct.
- Elicit or point out that:
 - o The subject of the statement is repeated in the tag: <u>We</u> leave at half past five, don't <u>we</u>?
 - o If the statement is positive, the tag is negative.
 - o Statements with is or are repeat is or are in the tag.
 - o Statements with verbs in the present simple use *do* (or *does*) in the tag.
 - o The answer can be positive or negative.
- Elicit more examples with Yes and No answers.

Workbook pages 6-7



1 Read and match. Write the letters.

- Read Julia's first line and the answers as a class. Use the example to explain the task. Check understanding of you've got 15 minutes.
- Pupils work alone.
- · Check the answers.

1. d (example) 2. a 3. e 4. c 5. b

2 Julia is talking to her husband, Tim. Read and number the sentences in the correct order.

- Use the heading and the examples to explain the task.
- Pupils work alone or in pairs.
- Do not check the answers yet.

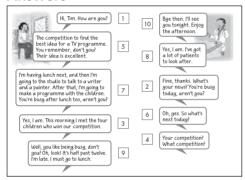
3 Now listen and check your answers.

- Play audio track 1.1, pausing to check each answer.
- · Pupils check their work in pairs.
- Pupils role-play the conversation.

Instructions for homework

Omit the role-play.

Answers



Audio track 1.1 (WB CD track 01) Page 7, exercise 3

Julia: Hi, Tim. How are you?

Tim: Fine, thanks. What's your news? You're busy

today, aren't you?

Julia: Yes, I am. This morning I met the four children

who won our competition.

Tim: Your competition? What competition?

Julia: The competition to find the best idea for a TV programme. You remember, don't you? Their

idea is excellent.

Tim:

Tim: Oh, yes. So what's next today?

Julia: I'm having lunch next, and then I'm going to the studio to talk to a writer and a painter. After that, I'm going to make a programme with the children. You're busy after lunch too, aren't you?

Yes, I am. I've got a lot of patients to look after.

Julia: Well, you like being busy, don't you? Oh, look! It's half past twelve. I'm late. I must go to lunch.

Tim: Bye then. I'll see you tonight. Enjoy the afternoon.

4 Write the times in words.

- Use the example to explain the task.
- Choose pupils to say each time aloud.
- · Pupils work alone.
- Choose pupils to spell out their answers on the board.
- · Pupils check their spelling in pairs.

Answers

- 1. quarter past six (example)
- 2. eleven o'clock
- 3. twenty (minutes) past three
- 4. ten (minutes) past four
- 5. twenty-five (minutes) to nine
- 6. half past eight

5 Write the words from the box under the correct pictures.

- Read the words in the box as a class.
- Pupils work alone.
- Pupils use Pupil's Book page 10 to check their answers.
- Check the answers as a class. Choose pupils to spell out the words.

Answers

1. teacher (example) 2. secretary 3. writer 4. journalist

6 Read. Tick () the words with the same meanings. Cross () the words with different meanings.

- Use the example to explain the task.
- · Pupils work alone.
- Check the answers as a class.

Answers

1. (example) 2. 3. 4. 5. 6. 7. 8.

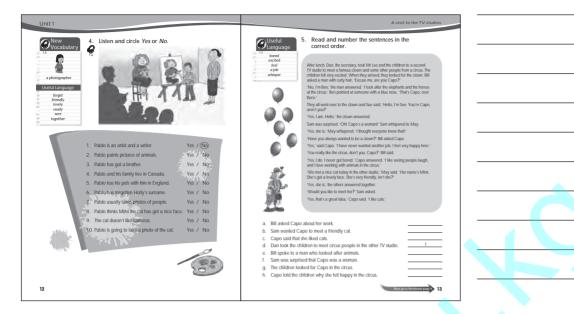
Cool down

Pupils play *Pairs* with a partner. They match digital times with times written in words.

Instructions for Pairs

- Pupils play in pairs. On separate slips of paper, they write 10 digital times (for example, 7:30) and the matching times in words (seven thirty).
- Pupils put the slips of paper face down between them.
- Players take turns to pick up any two slips of paper. If they
 match (7:30 and seven thirty), the player keeps both slips
 of paper and has another turn. If not, he or she replaces
 the slips of paper and the partner has a turn.
- The winner is the player with the most slips of paper when all the pairs have been found.

Lesson 2 Pupil's Book pages 12–13



Lesson objectives

- New vocabulary: a photographer, forget, friendly, lovely, ready, sure, together, bored, excited, feel, a job, whisper (v)
- Learning outcome: Pupils can understand and talk about biographical information.

Warm up

As a class, play *Let's draw Max!* to review the vocabulary needed for the lesson.

Instructions for Let's draw Max!

- Pupils play as a class using the board, or in pairs using notebooks.
- The leader chooses a word and draws one blank line for each letter.
- The other player(s) guess(es) a letter. If the guess is correct, the leader writes the letter on each of the lines that represents that letter. If the letter does not appear in the word, the leader draws a circle to represent Max's head.
- For every incorrect guess, the leader adds to the picture of Max, in this order: head, body, legs, arms, feet, ears, eyes, nose, mouth, tail.
- Pupils win by guessing the word before the drawing of Max is complete.



New vocabulary

- Look at the vocabulary box on page 12 with the class.
 Check understanding of photographer. Teach the useful language.
- Play audio track 1.5 several times while the pupils read and repeat.

Audio track 1.5 (CD 01 track 05) Page 12, New vocabulary

a photographer, forget, friendly, lovely, ready, sure, together

4 Listen and circle Yes or No.

- Use the picture to set the scene: Julia Foster is recording a TV programme.
- Play the first part of audio track 1.6. Use the example to explain the task.
- If necessary, read the sentences as a class and review the vocabulary.
- Play the rest of the audio, pausing for the pupils to circle.
 Pupils work alone or with a partner.
- Play the audio again, pausing to check the answers.

Answers

1. No (example) 2. No 3. Yes 4. No 5. Yes 6. Yes 7. No 8. Yes 9. Yes 10. No

Page 12, exercise 4

Sue: Quiet, everyone. It's twenty-five past one. Julia's

going to speak to Pablo and Holly.

Sam: Who's Pablo?

May: He's a famous artist.

Sam: Who's Holly?

Sue: Shh! The programme's starting.

Julia: Good afternoon. I'm Julia Foster. Today I'm talking to the artist Pablo Parry. Thank you for

coming onto the programme, Pablo.

Pablo: Good afternoon, Julia. It's nice to be here.

Julia: Pablo, you're a famous artist ... but we mustn't forget that you are also very good at taking

photos, aren't you?

Pablo: Yes, I am. I'm an artist and a photographer. I take photos of animals.

photos of animals.

Julia: Do many people know about your photos,

Pablo?

Pablo: No, they don't.

Julia: But your photos of animals are excellent. I've got one of them at home. Which do you like more? Painting or taking photos?

Pablo: It's difficult to say. I am not sure.

Julia: Please tell us more about yourself. How old are

you?

Pablo: I'm twelve years old. I've got a brother and a

baby sister. She's two years old.

Julia: And you've got a lot of pets, haven't you?

Pablo: Yes, that's right. I love animals. We came to live in England last year. Before that, we lived in Canada. I brought our pets with us.

Julia: That's great. Now, you're going to paint a picture for us, aren't you? Are you ready?

Pablo: Yes, I'm going to paint a picture of Holly ... Holly

Julia: Holly Harris, the famous children's writer. Come and meet her.

Pablo: Hello Holly.

Holly: Hello Pablo. Thank you for painting a picture of me and my cat. Mimi. She's very friendly.

Pablo: Oh, I usually paint people and take photos of animals. But Mimi has a lovely face. She is a friendly cat, isn't she?

Holly: Yes, she is.

Julia: So can you paint Holly and her cat together,

please, Pablo?

Pablo: Yes, of course.

Holly: Thank you very much, Pablo.

Useful language

- Look at the vocabulary box on page 9 with the class.
 Teach the meanings.
- Play audio track 1.6 several times while the pupils read and repeat.

Audio track 1.7 (CD 01 track 07) Page 13, Useful language

bored, excited, feel, a job, whisper

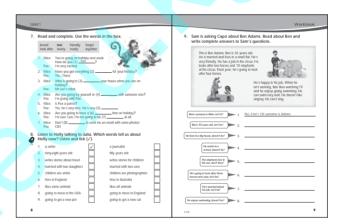
Read and number the sentences in the correct order.

- Read the sentences as a class. Review the vocabulary.
- Read out the first sentence of the text. Use the example to explain the task.
- Pupils work in pairs.
- · Check the answers.
- Choose pupils to read the text aloud. Check understanding.

Answers

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

Workbook pages 8-9



7 Read and complete. Use the words in the box.

- Set the scene: Pex is going on holiday. Max is asking him questions.
- Read and review the words in the box as a class.
- Pupils work alone.
- Check the answers.

Answers

- 1. feel (example) 2. ready 3. look after 4. together
- 5. friendly 6. lovely 7. bored 8. forget

8 Listen to Holly talking to Julia. Which words tell us about Holly now? Listen and tick ().

- Use the heading and the example to explain the task.
- Play audio track 1.2, pausing for the pupils to tick.
- · Check the answers.

- 1. a writer (example)
- 2. forty-eight years old
- 3. writes stories for children
- 4. married with two daughters
- 5. children are photographers
- 6. lives in Australia
- 7. likes some animals
- 8. going to move to England
- 9. going to get a new pet

Page 8, exercise 8

Julia: Hello Holly. You're a writer now, but you were a

journalist before that, is that right?

Holly: Yes, it is.

Julia: And you are fifty years old, aren't you?

Holly: No, I'm younger. I'm forty-eight.

Julia: Sorry, forty-eight. And your surname before was

Murray but now your name is Holly Harris, isn't

it?

Holly: Yes. I got married 30 years ago. Before I got

married, my surname was Murray.

Julia: And you write stories for children.

Holly: Yes, that's right.

Julia: OK, and I think you've got two children, haven't

you?

Holly: Yes.

Julia: And they're both girls?

Holly: Yes, that's right. We've got two daughters.

They're grown up now.

Julia: Your children are writers like you, aren't they?

Holly: No, they aren't. They're both photographers.

They have always liked taking pictures.

Julia: Tell us more about yourself, Holly. Where do you

live?

Holly: Australia. We moved there from England last

vear.

Julia: Do you like it there? Holly: Yes, it's very nice.

Julia: That's great! You also like wild animals, don't

you? Cont.

Holly: Yes, but not all wild animals. I don't like snakes or crocodiles.

Julia: And next year, you're going to move to the

USA, aren't you? Holly: No, we aren't. We're going to move back to

England.

Julia: And when you move to England, are you going

ia: And when you move to England, are you going to get another pet?

Holly: Yes, we love our cat Mimi and we want a

second cat.

Julia: Thank you for talking to me, Holly.

9 Sam is asking Capo about Ben Adams. Read about Ben and write complete answers to Sam's questions.

- Use the example to explain the task.
- Review question tags and answers.
- Pupils work alone.
- Check the answers.

Possible answers

- 1. No, it isn't. His surname is Adams. (example)
- 2. No, he isn't. He's 35 years old.
- 3. No, he doesn't. He lives in a small flat.
- 4. No, he doesn't. He has a job/works in a circus.
- 5. No, they don't. They live in the circus.
- 6. No, he isn't. He's going to look after four horses next year.
- 7. No, he isn't. He's happy in his job.
- 8. Yes, he does. (He can swim very well.)

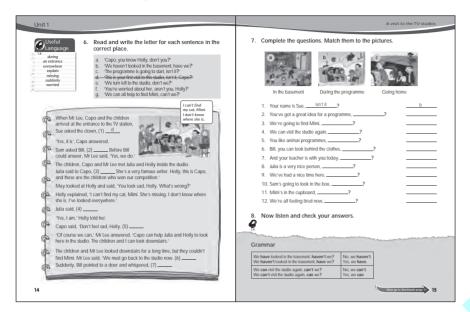
Cool down

Pupils play *Jumbled words* in pairs, with words from the lesson.

Instructions for Jumbled words

- The pupils each choose six to eight target words and write them in their notebooks, with the letters in the wrong order.
- Pupils swap notebooks with a partner. They try to put the letters in the correct order to write the words out correctly.

Lesson 3 Pupil's Book pages 14–15



Lesson objectives

- **Grammar**: positive and negative question tags with *have* (present perfect tense) and *can*
- New vocabulary: during, an entrance, everywhere, missing, suddenly, worried, explain
- · Learning outcomes:
 - o Pupils can ask for and give personal information.
 - o Pupils can use question tags to check personal information.

Warm up

Use classroom objects to practise question tags with both *Yes* and *No* answers.

- For example, point to a book and ask: This book is red/ open/on the table/yours, isn't it?
- · Pupils continue in pairs.

Useful language

- Look at the useful language box on page 10 with the class.
 Teach the meanings of the words.
- Play audio track 1.8 several times while the pupils read and repeat.

Audio track 1.8 (CD 01 track 08) Page 14, Useful language

during, an entrance, everywhere, explain, missing, suddenly, worried

6 Read and write the letter for each sentence in the correct place.

- Do the grammar activity as a class.
- Use the example to explain the task.

- Pupils work in pairs. Support as necessary.
- Choose pupils to read the story aloud. Check the answers.

Answers

1. d (example) 2. e 3. a 4. f 5. g 6. c 7. b

7 Complete the questions. Match them to the pictures.

- Check understanding of the pictures.
- Use the example to explain the task.
- Pupils work in pairs.
- Do not check the answers yet.

8 Now listen and check your answers.

- Play audio track 1.9, pausing for the pupils to check their answers.
- Choose pupils to say their answers.

Answers

1. isn't it, b (example) 2. haven't you, b 3. aren't we, a 4. can't we, c 5. don't you, b 6. can't you, a 7. isn't he, b 8. isn't she, c 9. haven't we, c 10. isn't he, a 11. isn't she, a 12. aren't we, c

Page 15, exercise 8

Narrator: Picture A

Sam: ... it was dark but we can see now.

May: Bill, you can look behind the clothes,

can't you?

Bill: Yes, of course I can, May. And Sam's

going to look in the box, isn't he?

May: Great. And Sue and I are going to look

on the shelves.

Sue: We are going to find Mimi, aren't we?

May: Yes, we are, Sue. Come on! Look

carefully, everyone.

Sam: Just a minute! Has anyone looked in the

cupboard?

May: No. Good idea, Sam. Let's look there. Sam: I think Mimi's in the cupboard, isn't she?

Bill: Yes, she is!

Narrator: Picture B

Julia: Now, I'm going to talk to the four children

who have won our competition. You've got a great idea for a new programme,

haven't you?

Sue: Yes, we have.

Julia: Your name is Sue, isn't it?

Sue: Yes, it is.

Julia: And you're May.

May: Yes, that's right.

Julia: And you are?

Bill: I'm Bill.

Sam: And my name's Sam.

Julia: You all like animal programmes, don't

you?

Bill: Yes, we do.
May: We do.
Sue and Sam: Yes.

Julia: It's great to have you here. And your

teacher is with you today, isn't he?

Sue: Yes, he is. His name is Mr Lee.
Julia: So can you tell us about ...?

Narrator: Picture C

Bill: We've had a nice time here, haven't we?
Sue: Yes, we have, Bill. I enjoyed the visit to

the studio and I enjoyed meeting Capo

and Julia.

May: Julia is a very nice person, isn't she? Sue: Yes, she is, May. I like her a lot.

Sam: Yes, me too. We're all feeling tired now,

aren't we?

Bill: Yes, we are. It's been a long day. Mr Lee: Well, it's time to go back now.

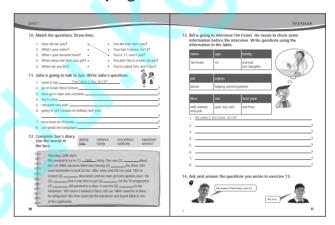
Sam: Mr Lee, we can visit the studio again, can't

we? It's been very interesting and ...

Grammar: Positive and negative question tags with have/can

- Read the questions and answers in the grammar box as a class.
- · Elicit or teach that
 - o question tags with *have* and *can* are made in the same way as those with *is* and *are*.
 - o if the statement is negative, the tag is positive (We haven't looked in the basement, have we?).
- Review Yes and No answers.
- · Elicit further examples.
 - o Say the beginning of a statement: *You've got* Choose pupils to say the tag: ... *haven't you?*
 - o Prompt answers with Yes and No.

Workbook pages 10-11



10 Match the questions. Draw lines.

- Use the example to explain the task.
- · Pupils work alone.
- Check the answers.

Answers



11 Julia is going to talk to Sue. Write Julia's questions.

- Use the example to explain the task.
- Pupils work alone. Monitor for correct tags.
- Choose pupils to say their questions to the class.
- · Pupils check their work in pairs.

- 1. Your name is Sue, isn't it? (example)
- 2. You go to Green Street School, don't you?
- 3. You have got a sister and a brother, haven't you?
- 4. You live in a flat, don't you?
- 5. You can paint very well, can't you?
- 6. You're going to visit Canada on holiday next year, aren't you?
- 7. You have been on TV before, haven't you?
- 8. You can speak two languages, can't you?

12 Complete Sue's diary. Use the words in the box.

- Review the words in the box. Use the example to explain the task.
- Pupils work alone.
- Check the answers. Choose pupils to read short sections of the text aloud.

Answers

- 1. help (example) 2. worried 3. during 4. everywhere 5. explained 6. ready 7. Suddenly 8. entrance
- 13 Bill is going to interview Tim Foster.
 He needs to check some information
 before the interview. Write questions using
 the information in the table.
- Use the example to explain the task.
- Support less able pupils by eliciting the answers orally first.
- Pupils work alone. Provide support.
- Check the answers. Pupils check their spelling and punctuation in pairs.

Possible answers

- 1. His name is Tim Foster, isn't it? (example)
- 2. He's 42 (years old), isn't he?
- 3. He's married with one daughter, isn't he?
- 4. He's a doctor, isn't he?
- 5. He enjoys helping worried patients, doesn't he?
- 6. He likes wild animals and pets, doesn't he?
- 7. He can spell very well, can't he?
- 8. Next year he's going to visit Paris, isn't he?

14 Ask and answer the questions you wrote in exercise 13.

- Use the exercise heading to explain the task.
- Play audio track 1.3 as an example.
- Pupils ask and answer in pairs.
- Choose pairs to say their conversations aloud.

Answers

Questions: See exercise 13.

Answers: 1. Yes, it is. (example) 2. Yes, he is. 3. Yes, he is.

4. Yes, he is. 5. Yes, he does. 6. Yes, he does.

7. Yes, he can. 8. Yes, he is.

Audio track 1.3 (WB CD track 03) Page 11, exercise 14

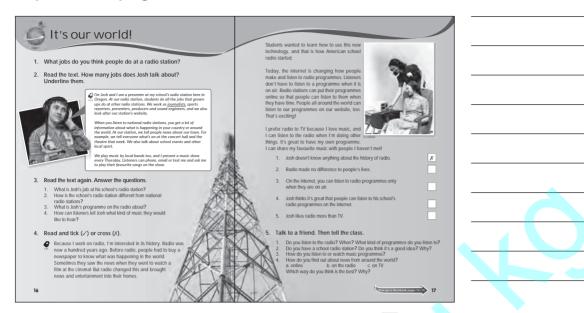
A: His name is Tim Foster, isn't it?

B: Yes, it is,

Cool down

 Pupils work in pairs. They use question tags to check their partner's personal information (name, age, family and so on).

It's our world! Pupil's Book pages 16–17



Lesson objectives

- Topic vocabulary: concert hall, entertainment, listener, local, national, on air, presenter, producer, radio station, (sports) reporter, show (n), sound engineer, technology
- Learning outcomes:
 - o Pupils can read a simple text and answer questions on it.
 - o Pupils can discuss their entertainment preferences.



Oregon is a state in the northwest of the USA, on the Pacific coast.

Warm up

 Play Noughts and crosses to review cinema, band (music), information, internet, journalist, newspaper, online, programme, radio, website.

Instructions for Noughts and crosses

- Prepare a list of vocabulary to practise.
- Draw a 3 x 3 grid of nine boxes on the board.
- Divide the class into two teams (O and X). The objective for each team is to create a line of three boxes with their symbol in any direction – vertical, horizontal or diagonal.
- Ask each team in turn to say and then spell out one of your words. (Either say the word in the pupils' own language or show a flashcard or sketch.)
- If the answer is correct, put that team's symbol in the square
 of their choice. The first team to place three symbols in a
 row is the winner.

1 What jobs do you think people do at a radio station?

- Read the exercise heading as a class. Explain radio station.
- Discuss the question as a class. Pupils can use their own language.

2 Read the text. How many jobs does Josh talk about? Underline them.

- Set the scene. Josh's school in Oregon has its own radio station. Help the pupils to find Oregon on their maps. Read the question as a class.
- Play audio track 1.9 while the pupils read.
- Pupils complete the exercise in pairs.
- Check the answers as a class. Check understanding of the jobs.
- Teach or elicit the meanings of presenter, national radio, concert hall, local sport, show, listeners.

Answers

I'm Josh and I am a <u>presenter</u> at my school's radio station here in Oregon. At our radio station, students do all the jobs that grown-ups do at other radio stations. We work as <u>journalists</u>, <u>sports reporters</u>, presenters, <u>producers</u> and <u>sound engineers</u>, and we also <u>look after our station's website</u>.

When you listen to national radio stations, you get a lot of information about what is happening in your country or around the world. At our station, we tell people news about our town. For example, we tell everyone what's on at the concert hall and the theatre that week. We also talk about school events and other local sport.

We play music by local bands too, and I present a music show every Thursday. Listeners can phone, email or text me and ask me to play their favourite songs on the show.

Audio track 1.10 (CD 01 track 10) Page 16, exercise 2

I'm Josh and I am a presenter at my school's radio station here in Oregon. At our radio station, students do all the jobs that grown-ups do at other radio stations. We work as journalists, sports reporters, presenters, producers and sound engineers, and we also look after our station's website.

When you listen to national radio stations, you get a lot of information about what is happening in your country or around the world. At our station, we tell people news about our town. For example, we tell everyone what's on at the concert hall and the theatre that week. We also talk about school events and other local sport.

We play music by local bands too, and I present a music show every Thursday. Listeners can phone, email or text me and ask me to play their favourite songs on the show.

Read the text again. Answer the questions.

- Pupils work in pairs.
- · Check the answers as a class.

Answers

- 1. presenter
- 2. they tell people news about the town rather than what is happening in the country or around the world
- 3. music/listeners' favourite songs
- 4. They can phone, email or text him.

4 Read and tick () or cross ().

- · Play audio track 1.11 while the pupils read.
- Pupils discuss the questions in pairs.

Answers

1. 2. 3. 4. 5.

Audio track 1.11 (CD 01 track 11) Pages 16 and 17, exercise 4

Because I work on radio, I'm interested in its history. Radio was new a hundred years ago. Before radio, people had to buy a newspaper to know what was happening in the world. Sometimes they saw the news when they went to watch a film at the cinema! But radio changed this and brought news and entertainment into their homes. Students wanted to learn how to use this new technology, and that is how American school radio started.

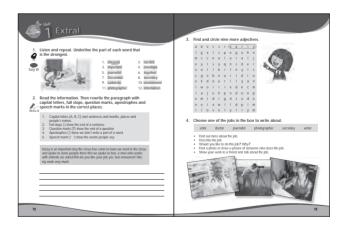
Today, the internet is changing how people make and listen to radio programmes. Listeners don't have to listen to a programme when it is on air. Radio stations can put their programmes online so that people can listen to them when they have time. People all around the world can listen to our programmes on our website, too. That's exciting!

I prefer radio to TV because I love music, and I can listen to the radio when I'm doing other things. It's great to have my own programme. I can share my favourite music with people I haven't met!

5 Talk to a friend. Then tell the class.

- Read the questions as a class.
- Pupils talk about the questions in pairs. Help with any vocabulary.
- Discuss the answers as a class.

Unit 1 Extra! Workbook pages 12–13



Lesson objectives

Say it!: stress in polysyllabic words (*sincerely, envelope*) **Write it!**: mixed punctuation: capital letters, full stops, question marks, apostrophes and speech marks

1 Listen and repeat. Underline the part of each word that is the strongest.

- Review clapping syllables. Ask pupils to say their name and clap (or tap) the syllables.
- Tell the pupils to listen for the stress. Play the numbers 1 and 2 of audio track 1.4, pausing after each word to demonstrate making a louder clap on the stressed syllable.
- Replay numbers 1 and 2 for the pupils to repeat the words and clap or tap along. Monitor.
- Play the rest of the audio. Pupils repeat the words and underline the stressed syllable in each word.
- Play the audio again, pausing to check the answers.

Answers

See audio script.

Audio track 1.4 (WB CD track 04) Page 12, exercise 1

- 1. sincerely 2. excited 3. important
- 4. envelope 5. journalist 6. together
- 7. December 8. secretary 9. suddenly
- 10. environment 11. photographer 12. information

Read the information. Then rewrite the paragraph with capital letters, full stops, question marks, apostrophes and speech marks in the correct places.

- Read the information as a class. Check understanding.
- · Correct the first sentence as a class.
- Pupils work alone and then check with a partner.
- Check the answers. Choose pupils to read out short sections of the text, saying or demonstrating the punctuation.

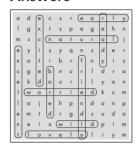
Possible answers

<u>I</u>oday is an important day. <u>The circus has come to town.</u> <u>W</u>e went to the circus and spoke to some people there. <u>First we spoke to Ben</u>, a man who works with animals. <u>W</u>e asked him, <u>'Do you like your job?' 'Yes,' Ben answered.</u> <u>I like my work very much.</u>

3 Find and circle nine more adjectives.

- Use the example to explain the task.
- · Pupils work alone.
- Pupils check their answers in pairs.

Answers



4 Choose one of the jobs in the box to write about.

- Review the words in the box.
- Read the instructions as a class.
- · Pupils work alone.
- Pupils discuss how the jobs they have each written about are the same or different.

Instructions for homework

Omit the discussion.

Cool down

Pupils play *Spell that!* using 10–12 new words from the unit.

Instructions for Spell that!

- Each pupil makes a list of words.
- In pairs, pupils take turns to ask their partner to spell out a word from the list.

Unit overview

Objectives

Grammar: Pronouns and adverbs to refer to unspecified people, things and places: *There isn't anyone. There is something. There is no one. It is everywhere.*

New vocabulary:

- Jobs: actor, chemist, dentist, fire fighter, footballer, pilot, police officer, postman, postwoman
- · Places: factory, fire station, office, post office
- · Verbs: post, score a goal
- Other: fire engine, newspaper, postcard, shorts, smoke, stamp, team, uniform

Useful language: a.m., p.m., language, lift, match, material, nowhere, player, real, rich, special, you're welcome, finish (v), grow, make sure, protect, repair, sell, steal

Communication objectives:

- To talk about unspecified people, things and places, and jobs and workplace activities
 Learning outcomes:
- Pupils can understand and use some-, any-, no- and every- to refer to unspecified people, things and places.
- Pupils can talk about personal and workplace activities, and the jobs they and others would like to do.

It's our world! focus: Take Our Kids to Work™ Day Extra project: A project about jobs and inventions

Online teacher's resources

- Unit 2 end-of-unit test
- · MP3s of the audio
- Flashcards: jobs and places; games, certificates and more ... www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 18–19; Workbook pages 14–15 Grammar: pronouns and adverbs to refer to unspecified people, things and places

New vocabulary: a dentist, a postman, a postwoman, a factory, an office, a post office, post, a postcard, a stamp, a chemist, a footballer, a team, score a goal, a language, a lift, a match, nowhere, a player, rich, you're welcome

21st century skills lesson objective:

 Collaboration: Pupils answer questions on a reading text; pupils complete a gap-fill exercise.

Lesson 2

Pupil's Book pages 20–21; Workbook pages 16–17 New vocabulary: an actor, a fire fighter, a pilot, a police officer, a newspaper, grow, repair, sell, steal, a fire engine, a fire station, smoke, make sure, material, protect, real, special 21st century skills lesson objective:

• Collaboration, critical thinking: Pupils match descriptions to jobs.

Lesson 3

Pupil's Book pages 22–23; Workbook pages 18–19 New vocabulary: shorts, a uniform, a.m., p.m., finish (v) 21st century skills lesson objectives:

- Communication, collaboration: Pupils role-play talking about the jobs of grown-ups; they talk about the jobs they and others would like to do.
- Creativity, communication: Pupils write about the job of someone they know.

It's our world!

Pupil's Book pages 24-25

21st century skills lesson objectives:

- Global awareness: Take Our Kids to Work™ day.
- Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils discuss jobs they would like to do; they present their ideas to the class.

Unit 2 Extra!

Workbook pages 20-21

21st century skills lesson objectives:

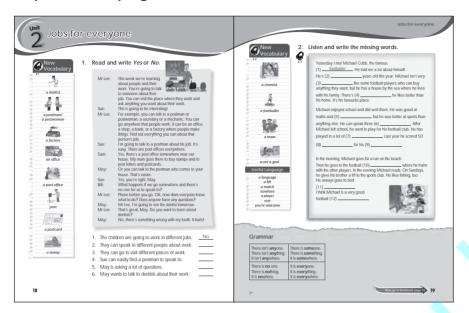
- Critical thinking: Pupils find the odd one out in a set of words.
- Creativity, communication: Pupils write about a job.

Say it!: intonation to show interest in what a speaker is saying Write it!: unusual spellings of some phonemes (*chemist*, office, news, special)

Teacher's tips

Keep a note of vocabulary items or structures that cause problems and practise them in the $Warm\ up$ and $Cool\ down$ activities.

Lesson 1 Pupil's Book pages 18–19



Lesson objectives

- **Grammar:** pronouns and adverbs to refer to unspecified people, things and places: *There isn't anyone. There is something. There is no one. It is everything.*
- New vocabulary: a dentist, a postman, a postwoman, a factory, an office, a post office, post, a postcard, a stamp, a chemist, a footballer, a team, score a goal, a language, a lift, a match, nowhere, a player, rich, you're welcome
- Learning outcomes:
 - Pupils can talk about unspecified people, places and things.
 - Pupils can understand information about personal and workplace activities.

Warm up

Play Noughts and crosses to review vocabulary used in lesson 1: bank, example, famous, favourite, interesting, mechanic, people, photographer, place, secretary, work. (See page 18 for instructions.)

New vocabulary

- Look at the vocabulary box on page 18 as a class.
- Play audio track 2.1. Point to each word in turn.
- Check understanding. Review happen.
- Replay the audio several times while the pupils point and repeat.

Audio track 2.1 (CD 01 track 12) Page 18, New vocabulary

a dentist, a postman, a postwoman, a factory, an office, a post office, post, a postcard, a stamp

1 Read and write Yes or No.

- Set the scene. Mr Lee is telling the children about their next project.
- Choose pupils to read each of the roles in the text. Pupils read the text as a class. Check understanding.
- Pupils complete the exercise in pairs. Support pupils if necessary by reading the sentences together first.
- Choose pupils to say their answers. The others raise a hand to agree.

Answers

1. No (example) 2. Yes 3. Yes 4. Yes 5. No 6. No

New vocabulary

- Look at the vocabulary box on page 15 as a class.
- Play audio track 2.2. Point to each word in turn.
- Check understanding. Use the pupils' own language to teach the useful language (here, a *lift* = *a ride*).
- Replay the audio several times while the pupils point and repeat. Monitor pronunciation of the /k/ sound at the start of chemist.

Audio track 2.2 (CD 01 track 13) Page 19, New vocabulary

a chemist, a footballer, a team, score a goal, a language, a lift, a match, nowhere, a player, rich, you're welcome

2 Listen and write the missing words.

 Play audio track 2.3 straight through while the pupils read and listen. Use the example to explain the task. Some of the information appears in the audio track in a different order from the sentences.

- · Replay the audio, pausing if necessary after each piece of information. Pupils work in pairs to write the answers.
- Play the audio again straight through while the pupils finish and check their answers.
- Choose pupils to say and spell out their answers.
- Pupils take turns to read short sections of the text to a partner.

1. footballer (example) 2. 21/twenty-one 3. rich 4. nowhere 5. science 6. languages 7. matches 8. goals 9. team 10. club 11. early 12. player

Audio track 2.3 (CD 01 track 14) Page 19, exercise 2

Hello, Michael. I'm Sam. Sam:

Michael: Hello, Sam.

Sam: Michael, you're 21 years old, aren't you?

Michael: Yes, I am.

Michael:

Sam: And you live in a big house by the sea, don't

you?

Yes, and I think it's the best place in the world. There's nowhere nicer. I live there with my

mother and father and my brother.

Sam: I see. Everyone thinks footballers are very rich.

Is that correct, Michael?

Well, some footballers are rich and can buy Michael:

> anything they want, but I am not rich. I can buy some things I want. I also give money to my

family or I put it in the bank.

Please tell me something about when you were Sam:

younger. Did you enjoy school?

Michael: Yes, I did. I was good at maths and science but

I was better at sports than anything else.

Did you study languages when you were at Sam:

school?

Michael: Yes, I did. I can speak three languages.

Sam: Wow, that's good! [pause] So what happened

when you left school?

I started playing football for my club. I've Michael:

played in a lot of matches and I've scored lots

Sam: Yes, I know. Last year you scored 50 goals

for your team. Please tell me something about

your week at work.

Yes, of course. I work from Monday to Michael:

> Saturday but not on Sunday. I get up very early in the morning and I go for a run on the beach. After that I go and train with the other

players at the club.

Sam: Do you do anything in the evening?

Michael: Yes, I always read. I enjoy reading books

about sport. But I go to bed early because I

have to get up early and play well.

What do you do on Sundays? Sam:

Cont.

Michael: In the morning, I give my brother a lift to the

> sports club near my house. He wants to be a footballer when he is older. On Sunday

afternoons I sometimes go fishing.

Well, Michael, I think you're a very good Sam:

player. Thank you very much for talking to me

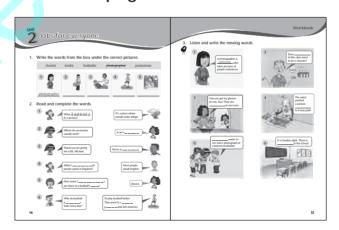
about your work.

You're welcome, Sam. Michael:

Grammar: Indefinite pronouns and adverbs

- Read the words in bold in the grammar box as a class.
- Elicit that we use these words when we are not talking about one particular person, place or thing.
- Say example sentences to demonstrate the meanings:
 - o <u>No one</u> knows the answer. <u>Everyone</u> knows the answer. I'm going to choose someone to answer. Anyone can answer.
 - o I've looked everywhere. Can you see it anywhere? It's somewhere in this room. There's nowhere it can be!
 - o I have found something! Can you find anything? Have you got everything? There's nothing here.
- Use gesture to help. Check understanding.
- Challenge pupils to find sentences with these words in the exercise 1 text and read them out.

Workbook pages 14-15



1 Write the words from the box under the correct pictures.

- Use the example to explain the task.
- Pupils work alone, using the Pupil's Book for help if necessary.
- Choose pupils to say and spell out their answers. Pupils check their spelling with a partner.

Answers

- 1. photographer (example) 2. postwoman 3. dentist
- 4. footballer 5. chemist

2 Read and complete the words.

- Use the example to explain the task.
- If necessary give support. Choose pupils to read the speech bubbles aloud and say the answers.
- Pupils work alone to write the answers.
- Choose pupils to say and spell out their answers. Pupils check their spelling with a partner.

Answers

1. happens (example) 2. office 3. welcome 4. language 5. footballers, team 6. players, score goals

3 Listen and write the missing words.

- Play the first part of audio track 2.1 and use the example to explain the task.
- Play the rest of the audio, pausing if necessary for the pupils to write the words. Pupils work alone.
- · Replay the audio, pausing to check the answers.

Answers

1. someone (example) 2. anyone 3. somewhere

4. Everything 5. Everyone 6. no one

Audio track 2.1 (WB CD track 05) Page 15, exercise 3

1. Sam: Miss Wilson, you're a photographer.

What does a photographer do?

Woman: A photographer is someone who takes

pictures of people and places. I travel around the country taking photos and

then I show them to...

Cont.

2. Mr Baker: OK, today we are talking about jobs.

Does anyone in this class want to be

a chemist? Or a doctor?

3. Sue: Hi Mum!

Sue's mum: Can you get my glasses for me, Sue?

They are somewhere in my room.

Sue: OK.

4. Robot: Hmmm. The flowers are going to be pink

... the tree is going to be pink... the sky is

going to be pink ...

May: The robot painted a picture. Everything

in it was pink!

5. Sam: Look, everyone! I've got a photo of me

with Michael Cobb!

Boy: Everyone wants to see Sam's photograph

of a famous footballer.

6. Mr Lee: Oh no. I've left my book in the classroom.

Robot: Let's go and get it.

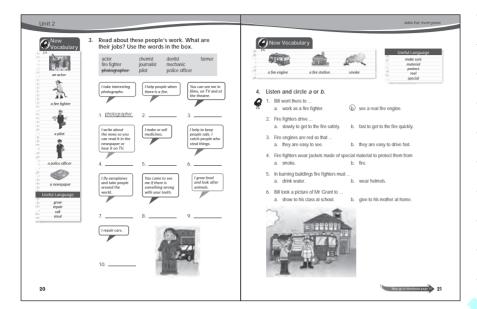
Mr Lee It is Sunday night. There is no one in the

school. I'll get it tomorrow.

Cool down

Pupils play *Pairs* with a partner. Both players write out the 12 pronouns and adverbs from the grammar box on page 19 of the Pupil's Book. They match up the words. (See page 11 for instructions.)

Lesson 2 Pupil's Book pages 20–21



Lesson objectives

- New vocabulary: an actor, a fire fighter, a pilot, a police officer, a newspaper, grow, repair, sell, steal, a fire engine, a fire station, smoke, make sure, material, protect, real, special
- Learning outcome: Pupils can understand and complete descriptions of jobs.

Warm up

Pupils play *Jumbled words* in pairs with words from lesson 1. (See page 18 for instructions.)

New vocabulary

- Look at the vocabulary box on page 20 with the class. Check understanding. Teach the useful language.
- Play audio track 2.4 several times while the pupils listen, read and repeat.

Audio track 2.4 (CD 01 track 15)Page 20, New vocabulary

an actor, a fire fighter, a pilot, a police officer, a newspaper, grow, repair, sell, steal

Read about these people's work. What are their jobs? Use the words in the box.

- Use the example to explain the task.
- To support less able pupils, read the speech bubbles as a class. Pupils say the answers.
- Pupils work alone or with a partner to write their answers.
- Check the answers. Pupils check their spelling in pairs.

Answers

- 1. photographer (example) 2. fire fighter 3. actor
- 4. journalist 5. chemist 6. police officer 7. pilot
- 8. dentist 9. farmer 10. mechanic

New vocabulary

- Look at the vocabulary box on page 21 with the class.
 Check understanding. Teach the useful language.
- Play audio track 2.5 several times while the pupils listen, read and repeat.

Audio track 2.5 (CD 01 track 16) Page 21, New vocabulary

a fire engine, a fire station, smoke, make sure, material, protect, real, special

4 Listen and circle a or b.

- Set the scene. Bill is visiting the fire station.
- Use the first part of audio track 2.6 and the example to explain the task.
- Play the rest of the audio. In pairs, pupils read the sentence beginnings and endings and circle the letter (a or b) they think is correct. Pause if necessary for the pupils to check their answers
- Check the answers. Choose pupils to read each completed sentence aloud. Check understanding.

Answers

1. b (example) 2. b 3. a 4. b 5. b 6. a

Audio track 2.6 (CD 01 track 17) Page 21, exercise 4

Hi, Mr Grant. Thanks for letting me visit the fire Bill:

Mr Grant: You're welcome, Bill. Let's go inside and I can

show you around. Why did you want to come

Bill: I want to learn more about the work of fire

fighters. Also, I've only seen toy fire engines

before. Can you show me a real fire engine?

Mr Grant: Of course. Come this way.

Wow! It's very tall and big! Why is it red, Mr

Grant?

Mr Grant: We have to drive very fast on the road to get

to fires, but we also have to drive carefully so we don't have accidents. A red fire engine is

easy for other drivers to see.

Bill: I understand. And what does your fire fighters'

iacket do?

Mr Grant: Fire fighters' jackets are made of a special

material so that we don't get burnt.

Your fire helmet protects you too, doesn't it?

Mr Grant: Yes, of course. I always wear one in a building

where there is a fire. Something might fall and hurt my head. Now, this room is where we eat. I eat with the other fire fighters. I also make sure I drink lots of water every day. It's important because it's very hot when you're fighting fires and your body needs water.

Can I take a picture of you and me together? Bill:

Mr Grant: Is it to show to your teacher?

It's to show to my class. We are all learning Bill:

about different jobs.

Mr Grant: I see. OK. Oh, that's a good photo.

Your job is very interesting and important, Mr

Grant. Thank you for talking to me.

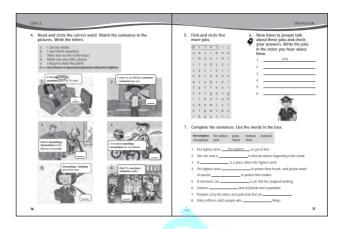
Mr Grant: You're welcome, Bill.



Optional extension activity

- Play audio track 2.6 again.
- Use the audio script to ask more questions about Bill's visit to the fire station.

Workbook pages 16–17



4 Read and circle the correct word. Match the sentences to the pictures. Write the letters.

- Read the sentences in the box as a class. Check understanding.
- Pupils work alone.
- Check the answers. Choose pupils to read one sentence each. The others raise a hand to agree.

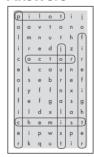
Answers

- 1. anything, f (example) 2. everyone, c 3. Something, a
- 4. everywhere, b 5. Nothing, e 6. everyone, d

5 Find and circle five more jobs.

- Use the example to explain the task.
- Pupils work alone or in pairs.
- Do not check the answers yet.

Answers



6 Now listen to people talk about these jobs and check your answers. Write the jobs in the order you hear about them.

- Play the first part of audio track 2.2. Use the example to explain the task.
- Play the rest of the audio, pausing for the pupils to write the
- · Check the answers. Pupils use exercise 5 to check each other's spelling.

Answers

- 1. pilot (example) 2. chemist 3. journalist
- 4. fire fighter 5. police officer 6. actor

Audio track 2.2 (WB CD track 06) Page 17, exercise 6

- 1. A: How long have you done your job?
 - B: About five years. I've been to lots of different countries.
 - A: Do you still enjoy flying?
 - B: Yes, I do.
- 2. A: I came here to get medicine for my cough. Here's my letter from the doctor.
 - B: Here's your medicine.
 - A: Thank you very much.
- 3. A: Hi John. I liked your story in the newspaper last week.
 - B: Thank you. Next week I am going to write about the new museum in town.
- 4. A: What exactly is your job?
 - B: We help people where there are fires. We get them out of the building. Did you know? Smoke is more dangerous than fires.
- 5. A: I like my job a lot. We help to protect people. We stop people who want to steal money or other things.
- 6. A: So how is everything?
 - B: Fine, thanks. I'm working in a theatre near my flat.

 And next year I'm going to be in a film about a journalist.
 - A: Excellent.

7 Complete the sentences. Use the words in the box.

- Read the words in the box as a class. Check understanding.
- Pupils work alone. Monitor and give support.
- Check the answers.

Answers

- 1. fire engines (example) 2. newspaper 3. fire station
- 4. helmets, material 5. repair 6. grow 7. post 8. steal

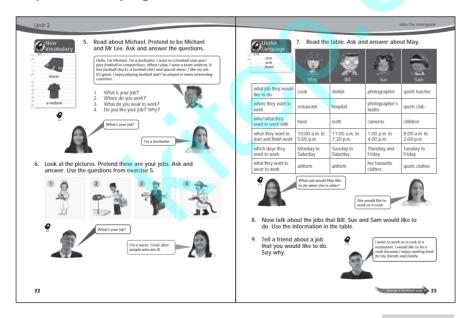
Cool down

Play Bingo with names of jobs.

Instructions for Bingo

- Brainstorm a list of jobs and write them on the board.
- The pupils draw a 3 × 3 grid in their notebooks.
- Pupils choose six words from the board and write them anywhere in their grid.
- Clean the board. Call out words from the list in random order.
- Pupils cross out the words in their grids as they hear them.
- The first pupil to cross out all his or her words calls out *Bingo!* and is the winner.

Lesson 3 Pupil's Book pages 22–23



Lesson objectives

- New vocabulary: shorts, a uniform, a.m., p.m., finish (v)
- Learning outcomes:
 - Pupils can describe jobs and say what they think about them.
 - Pupils can talk about the jobs they and others would like to do.

Warm up

Pupils play *Spell that!* in pairs with words from the unit so far. (See page 24 for instructions.)

New vocabulary

- Look at the vocabulary box on page 18 with the class. Check understanding of *uniform*.
- Play audio track 2.7 several times while the pupils listen, read and repeat.

shorts, a uniform

Read about Michael. Pretend to be Michael and Mr Lee. Ask and answer the questions.

- Use the exercise heading to explain the task.
- Read Michael's speech bubble and Mr Lee's questions as a class. Check understanding.
- Play audio track 2.8 as an example.
- Pupils ask and answer the questions in pairs. Support as necessary.
- · Choose pairs to say their conversations to the class.

Possible answers

- 1. (I'm) a footballer. (example)
- 2. (I work) in a football club.
- 3. (I wear) a team uniform / football shorts, a football shirt and special shoes.
- 4. Yes, I like my job. It's great. / I enjoy playing football. / I've played in many interesting countries.

Audio track 2.8 (CD 01 track 19) Page 22, exercise 5

A: What's your job?

B: I'm a footballer.

4 Look at the pictures. Pretend these are your jobs. Ask and answer. Use the questions from exercise 5.

- Use the exercise heading to explain the task.
- Look at the pictures and review the vocabulary.
- Elicit descriptions of each job. Elicit possible negative responses to question 4. Pupils can use their Pupil's Book to help.
- Play audio track 2.9 as an example.
- Pupils ask and answer the questions in pairs. Support as necessary.
- Choose pairs to say their conversations to the class.

Possible answers

I'm a nurse. I look after people who are ill. I work in a hospital. I wear a uniform. I like my job because I like helping people/patients.

I'm a postman. I bring people their letters. I work in a post office/in the street. I wear a uniform. I don't like my job because it's often cold and wet/too hot outside.

I'm a pilot. I fly aeroplanes. I go to lots of countries/I take people around the world. I wear a uniform. I like my job because I visit lots of countries.

I'm a fire fighter. I help people when there is a fire. I work in a fire station. I wear a uniform. I like my job because it's exciting/important.

Audio track 2.9 (CD 01 track 20) Page 22, exercise 6

A: What's your job?

B: I'm a nurse. I look after people who are ill.

Useful language

- Look at the useful language box on page 19 as a class.
- Use the pupils' own language to teach the meanings.
- Play audio track 2.10. Point to each word in turn.
- Replay the audio several times while the pupils point and repeat.

Audio track 2.10 (CD 01 track 21)Page 23, Useful language

a.m., p.m., finish

7 Read the table. Ask and answer about May.

- Use the exercise heading to explain the task.
- Play audio track 2.11 as an example.
- Pupils study the table in pairs.
- Elicit some questions and answers using the information in the table.
- In pairs, pupils ask and answer about May.
- Choose pupils to say their conversations to the class.

Sample answers

What does she want to work with? (She wants/would like to work with) food.

Where does she want to work? (She wants/would like to work in) a restaurant.

When does she want to start and finish work? (She wants/would like to work from) 10:00 a.m. to 5:00 p.m.

Which days does she want to work? (She wants/would like to work) Monday to Saturday.

What does she want to wear to work? (She wants/would like to wear) a uniform.

Audio track 2.11 (CD 01 track 22) Page 23, exercise 7

A: What job would May like to do when she is older? B: She would like to work as a cook.

Now talk about the jobs that Bill, Sue and Sam would like to do. Use the information in the table.

- Elicit similar questions and answers about Bill, Sue and Sam.
- Pupils work in pairs. Support as necessary.
- Choose pairs to say their conversations to the class.

Answers

Pupils' own answers, using the information in the table.

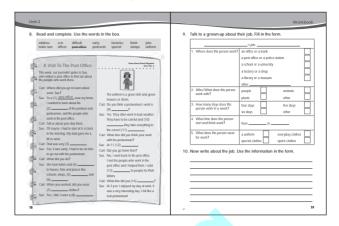
9 Tell a friend about a job that you would like to do. Say why.

- Use the exercise heading to explain the task.
- Play audio track 2.12 as an example.
- Pupils work in pairs. Support as necessary.
- Pupils tell the class what their partner would like to do.

Audio track 2.12 (CD 01 track 23) Page 23, exercise 9

I want to work as a cook in a restaurant. I would like to be a cook because I enjoy cooking food for my friends and family.

Workbook pages 18-19



8 Read and complete. Use the words in the box.

- Read the words in the box as a class and revise the vocabulary.
- Use the example to explain the task.
- Work with less able pupils in a small group. More able pupils work alone.
- Check the answers as a class.

Answers

- 1. post office (example) 2. jobs 3. early 4. postcards
- 5. offices/factories 6. factories/offices 7. special
- 8. uniform 9. difficult 10. make sure 11. address
- 12. a.m. 13. stamps 14. finish

Optional extension activity

· Pupils role-play the conversation.

9 Talk to a grown-up about their job. Fill in the form.

- Use the heading to explain the task. Set the exercise as homework.
- · Read the form as a class and check understanding.

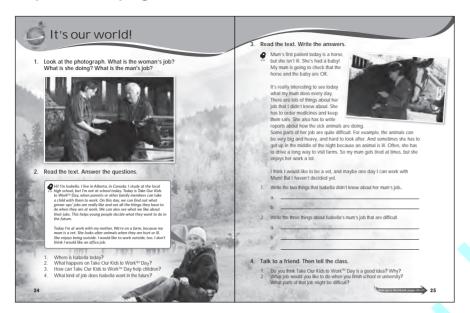
Now write about the job. Use the information in the box.

- Use the heading to explain the task.
- Choose pupils to say sample sentences using the information on their form.
- Pupils work alone to write a short paragraph about their chosen person.
- Pupils check their spelling and punctuation with a partner.

Cool down

- Pupils share their work in exercise 10 in small groups.
- Choose pupils to tell the class about their friend's writing.

It's our world! Pupil's Book pages 24–25



Lesson objectives

- Topic vocabulary: family member, high school, kids, middle, order (v) (meaning send for), vet
- Learning outcomes:
 - Pupils can read a simple text and answer questions on it.
 - o Pupils can discuss what jobs they want to do in the future.

Cultural notes

Alberta is in Canada. Canada is a big country to the north of the USA. Many tourists visit its huge wildlife parks to see bears and other animals. English and French are both official languages in Canada.

Warm up

- Play Let's draw Max! to review decide, farm, find out, horse, medicine, member, office, outside, part, patient, tired. (See page 12 for instructions.)
- · Teach vet.
- 1 Look at the photograph. What is the woman's job? What is she doing? What is the man's job?
- Read the heading and answer the question as a class. (She's a vet. She's checking that the calf/young cow is OK.)

2 Read the text. Answer the questions.

 Read the questions as a class. Teach or elicit the meanings of kids, Take Our Kids To Work™ Day.

- Play audio track 2.13 while the pupils read.
- Check understanding. Teach or elicit the meanings of high school, family member.
- Help the pupils to find Canada on their maps.
- · Pupils ask and answer the questions in pairs.
- Check the answers as a class.

Suggested answers

- 1. On a farm. / At work with her mother.
- 2. Children can go to work with a parent / family member.
- 3. It can help them to decide what they want to do in the future.
- 4. She wants to work outside.

Audio track 2.13 (CD 01 track 24) Page 24, exercise 2

Hi! I'm Isabella. I live in Alberta, in Canada. I study at the local high school, but I'm not at school today. Today is Take Our Kids to Work™ Day, when parents or other family members can take a child with them to work. On this day, we can find out what grown-ups' jobs are really like and see all the things they have to do when they are at work. We can also see what we like about their jobs. This helps young people decide what they want to do in the future.

Today I'm at work with my mother. We're on a farm, because my mum is a vet. She looks after animals when they are hurt or ill. She enjoys being outside. I would like to work outside, too. I don't think I would like an office job.

3 Read the text. Write the answers.

- · Read the heading as a class.
- Play audio track 2.14 while the pupils read.
- Check understanding. Teach or elicit the meanings of parts (of her job), order, the middle of the night.
- Pupils work alone and then check their answers with a partner.
- Choose pupils to say their answers. The class votes Yes or No. Elicit reasons why these things might be difficult for Isabella's mum.

Answers

- 1. a. She has to order medicines and keep them safe.
 - b. She has to write reports about sick animals.
- 2. a. The animals are big, strong and heavy.
 - b. (Sometimes) she has to get up in the middle of the night (because an animal is ill).
 - c. She has to drive a long way (to visit farms) (and she gets tired).

Audio track 2.14 (CD 01 track 25) Page 25, exercise 3

Mum's first patient today is a horse, but she isn't ill. She's had a baby! My mum is going to check that the horse and the baby are OK.

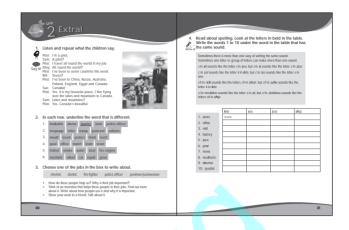
It's really interesting to see today what my mum does every day. There are lots of things about her job that I didn't know about. She has to order medicines and keep them safe. She also has to write reports about how the sick animals are doing. Some parts of her job are quite difficult. For example, the animals can be very big and heavy, and hard to look after. And sometimes she has to get up in the middle of the night because an animal is ill. Often, she has to drive a long way to visit farms. So my mum gets tired at times, but she enjoys her work a lot.

I think I would like to be a vet, and maybe one day I can work with Mum! But I haven't decided yet.

4 Talk to a friend. Then tell the class.

- Read the questions as a class.
- Pupils talk about the questions in pairs. Help with any new vocabulary.
- Discuss the answers as a class.

Unit 2 Extra! Workbook pages 20–21



Lesson objectives

Say it!: intonation to show interest in what a speaker is saying Write it!: unusual spellings of some phonemes (chemist, office, news, special)

1 Listen and repeat what the children say.

- Use the pupils' own language to demonstrate showing interest or boredom by the way we say things.
- Play audio track 2.3, pausing to elicit how each character is feeling. Accept any reasonable suggestions. Accept answers in the pupils' own language.
- Replay the audio. Pupils repeat in the pauses.
- Pupils role-play the conversation in pairs. Monitor.

Audio track 2.3 (WB CD track 07) Page 20, exercise 1

Pilot: I'm a pilot.
Sam: A pilot?

Pilot: I travel all round the world in my job.

May: All round the world?

Pilot: I've been to seven countries this week.

Bill: Seven?

Pilot: I've been to China, Russia, Australia, Finland,

England, Egypt and Canada.

Sue: Canada!

Pilot: Yes. Canada is my favourite place to fly. I like

flying over the lakes and mountains.

Sam: Lakes and mountains?
Pilot: Yes. Canada's beautiful.

2 In each row, underline the word that is different.

- Use the example to explain the task. Review the vocabulary.
- Pupils work alone to find and underline out the odd word in each group.
- · Check the answers.

1. quarter (example) 2. language 3. finish 4. office 5. steal 6. grow

Optional extension activity

· Choose pupils to say why the odd words are different. Allow answers in the pupils' own language if necessary.

3 Choose one of the jobs in the box to write about.

- Review the words in the box. Use the heading to explain the task.
- Read the questions and instructions as a class.
- Pupils work alone.
- Pupils share their work with a partner. They discuss how the jobs they have written about are the same or different.

Instructions for homework

Omit the discussion, but use the finished work to make a class or school display.

- 4 Read about spelling. Look at the letters in bold in the table. Write the words 1 to 10 under the word in the table that has the same sound.
- Read the information in the box as a class. Say the example words clearly, exaggerating the difference between the sounds (sssee, zzzoo).

- Check understanding. Make sure the pupils understand the difference between the letter name (Ess) and the sound (sss or zzz).
- Look at the table as a class. Use the example to explain the
- To support pupils, work through more of the words as a class.
- Pupils finish the exercise alone.
- · Check the answers.

Answers

kite	see	z 00	sh ip
score			
	office		
		visit	
factory			
			sure
	post		
		news	
mechanic			
chemist			
			special

Cool down

- Choose pupils to mime a job. The others guess what the
- Pupils play as a class or in groups.

Unit 3

Unit overview

Objectives

Grammar: will and won't: I will help people. Sam won't be lazy. may and may not: Will a police officer's job change in the next 20 years? It may. Will a singer's job change? It may not.

New vocabulary:

- Jobs: businessman, engineer, singer
- Objects and places: light, machine, screen, college, police station

• Other: passengers, students, traffic **Useful language:** air, away, business, cheap, exercise, expensive, hard, health, hope, illness, lazy, life, noisy, poor, same, save, still, spend, turn off, turn on

Communication objective:

- To ask and answer questions about future plans and intentions
- To make predictions and talk about future possibilities

Learning outcomes:

- Pupils can use will/won't and may/may not to make predictions.
- Pupils can ask and answer questions about future plans and intentions.

It's our world! focus: Masdar City

Extra! project: Short book: My future in 10 years

Online teacher's resources

- · Unit 3 end-of-unit test
- · MP3s of the audio
- Flashcards: jobs, home and places; games, certificates and more ... www.mceducation.com/towe

Lesson overview

Lesson 1

Pupil's Book pages 26–27; Workbook pages 22–23 Grammar: will/won't: I will help people. Sam won't be lazy. New vocabulary: build, a businessman, a college, students, away, a business, expensive, hard, lazy, poor, spend 21st century skills lesson objective:

Communication: Pupils talk and write about what they think will happen in the near future.

Lesson 2

Pupil's Book pages 28–29; Workbook pages 24–25 Grammar: may/may not for probability/predictions about the future

New vocabulary: blow, a police station, a singer, traffic, hope, noisy, still, save

21st century skills lesson objective:

• Communication: Pupils talk and write about what may or may not happen in the future.

Lesson 3

Pupil's Book pages 30-31; Workbook pages 26-27 New vocabulary: an engineer, a light, a machine, passengers, a screen, air, cheap, exercise, health, an illness, life, same, turn off, turn on

21st century skills lesson objectives:

· Verbs: blow, build

- Critical thinking: Pupils choose titles for short texts.
- Communication: Pupils talk and write about what the world will be like in the future.

It's our world!

Pupil's Book pages 32-33

21st century skills lesson objectives:

- · Global awareness: Pupils read about Masdar City in the UAE.
- Collaboration: Pupils work together to find information in a reading text.
- Communication: Pupils talk about living in a town in the future; they present their ideas to the class.

Unit 3 Extra!

Workbook pages 28-29

21st century skills lesson objectives:

- Critical thinking: Pupils group words by topic.
- Creativity, communication: Pupils write a short book about their future.

Say it!: intonation to show probability and certainty Write it!: commas in lists

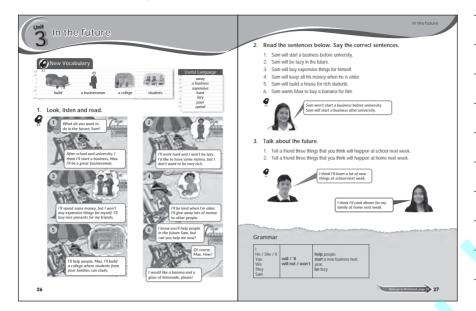


Teacher's tips

Help pupils to develop confidence and fluency by encouraging them to use English as much as possible during the lessons. Only allow the pupils' own language for short explanations where sensible. Then give the English and ask pupils to repeat.

33

Lesson 1 Pupil's Book pages 26–27



Lesson objectives

- Grammar: will/won't: I will help people. Sam won't be lazy.
- New vocabulary: build, a businessman, a college, students, away, a business, expensive, hard, lazy, poor, spend
- Learning outcome: Pupils can use will/won't to talk about future plans.

Warm up

Play *Noughts and crosses* to revise job titles. (See page 22 for instructions.)

New vocabulary

- Look at the vocabulary box on page 26 as a class. Check understanding. Use the pupils' own language to teach the useful language.
- Play audio track 3.1. Point to each word in turn.
- Replay the audio several times while the pupils point and repeat.

Audio track 3.1 (CD 01 track 26) Page 26, New vocabulary

build, a businessman, a college, students, away, a business, expensive, hard, lazy, poor, spend

1 Look, listen and read.

- · Work through the grammar activity first.
- Set the scene. Sam is talking about his plans for the future.
- Play audio track 3.2. Check understanding.
- · Pupils read the text again in pairs.

Audio track 3.2 (CD 01 track 27) Page 26, exercise 1

Max: What do you want to do in the future, Sam? Sam: After school and university, I think I'll start a

business, Max. I'll be a great businessman.
I'll work hard and I won't be lazy. I'd like to have some money, but I don't want to be very rich.

I'll spend some money, but I won't buy expensive things for myself. I'll buy nice presents for my friends.

I'll be kind when I'm older. I'll give away lots of money to other people.

I'll help people, Max. I'll build a college where students from poor families can study.

Max: I know you'll help people in the future, Sam, but can you help me now?

Sam: Of course, Max. How?

Max: I would like a banana and a glass of lemonade,

please

2 Read the sentences below. Say the correct sentences.

- Play audio track 3.3 and explain the task.
- · Pupils work in pairs.
- Choose pupils to say their sentences to the class.

- 1. Sam won't start a business before university. Sam will start a business after university. (example)
- 2. Sam won't be lazy in the future. Sam will work hard in the future.
- 3. Sam won't buy expensive things for himself. Sam will buy nice presents for his friends.
- 4. Sam won't keep all his money when he is older. Sam will give away lots of money to other people.
- 5. Sam won't build a house for rich students. Sam will build a college for students from poor families.
- 6. Sam doesn't want Max to buy a banana for him. Max wants Sam to buy a banana for him.

Audio track 3.3 (CD 01 track 28) Page 27, exercise 2

Sam won't start a business before university. Sam will start a business after university.

3 Talk about the future.

- Read the instructions as a class.
- Play audio track 3.4 as an example.
- Brainstorm some ideas.
- · Pupils work in pairs.
- · Choose pupils to say their sentences to the class.

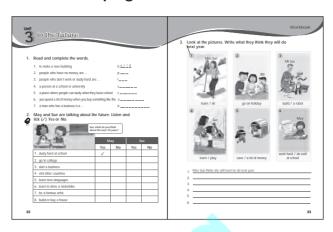
Audio track 3.4 (CD 01 track 29) Page 27, exercise 3

A: I think I'll learn a lot of new things at school next week. B: I think I'll cook dinner for my family at home next week.

Grammar: Modal verb will/won't

- Choose pupils to read sentences from the grammar box.
- · Elicit that
 - o we use will to talk about things that we are sure are going to happen.
 - o we use *won't* to talk about things that we are sure are not going to happen.
- Elicit more examples.

Workbook pages 22-23



1 Read and complete the words.

- Use the example to explain the task.
- · Pupils work alone.
- Choose pupils to say and spell out their answers. Pupils check their spelling with a partner.

Answers

- 1. build (example) 2. poor 3. lazy 4. student
- 5. college 6. expensive 7. businessman

2 May and Sue are talking about the future. Listen and tick () Yes or No.

- Play the first part of audio track 3.1. Use the example to explain the task.
- Play the rest of the audio, pausing for the pupils to write.
- Pupils work alone.
- Check the answers. Ask Will May/Sue ...? Pupils raise a hand for Yes.

Answers

	М	May		Sue	
	Yes	No	Yes	No	
1. study hard at school	1		1		
2. go to college		1	1		
3. start a business	1			1	
4. visit other countries	1		1		
5. learn new languages		1	1		
6. learn to drive a motorbike	1			1	
7. be a famous artist		1	1		
8. build or buy a house		1	1		

Audio track 3.1 (WB CD track 08) Page 22, exercise 2

Sue: May, will you study hard at school next year?

May: Yes, I will. I'm sometimes lazy now, I know, but I'll try to work very hard next year. What about you, Sue?

Sue: Yes, I'll try to study hard at school, too. I want to go to college when I leave school, so I must study hard now. Will you go to college after school, May?

May: No, I won't. I want to buy a restaurant and start a business. I'll be the cook there. What will you do after college, Sue?

Sue: I don't want to start a business. After college, I'll look for a job. In my holidays I'll visit lots of different countries and I'll learn lots of new languages in my free time. Will you travel a lot, May?

May: Me? Yes, Sue. I'll go to lots of different countries to learn about food there but I won't study languages. I won't have much free time because I'll be very busy in my restaurant.

Sue: Would you like to try something new in the next ten years, May?

May: Yes, I'll learn to drive a motorbike, Sue. What about you?

Sue: I don't think I'll learn to drive. As I said, I'll spend my free time learning languages and I'll paint, too. I want to be a famous artist. I'll give some of my paintings away to my friends and I'll sell the others.

Cont.

May: I won't ever be a famous artist. I can't paint very

In the future I'd like to buy a house or perhaps I'll

build a house for myself. Will you buy a house, May?

May: No, I won't.
Sue: Why not?

Sue:

May: I want to stay in my parents' house. It's very nice.

2 Look at the pictures. Write what they think they will do next year.

- Look at the pictures as a class. Review the vocabulary.
- Use the example to explain the task.
- Pupils work alone.
- Choose pupils to say their sentences to the class. Pupils check each other's spelling in pairs.

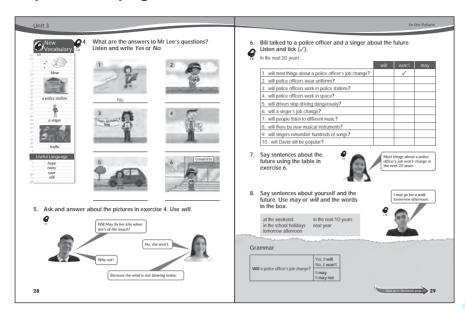
Answers

- 1. Miss Sun thinks she will learn to ski next year. (example)
- 2. Bill thinks he will go on holiday (to Egypt) next year.
- 3. Mr Lee thinks he will build a(nother) robot next year.
- 4. Sue thinks she will learn to play the guitar next year.
- 5. Sam thinks he will save a lot of money next year.
- 6. May thinks she will work hard and do well at school next year.

Cool down

Play *Bingo* with words from the lesson. (See page 27 for instructions.)

Lesson 2 Pupil's Book pages 28–29



Lesson objectives

- **Grammar**: *may/may not* for probability/predictions about the future (positive and negative)
- New vocabulary: blow, a police station, a singer, traffic, hope, noisy, still, save
- · Learning outcomes:
 - o Pupils can ask and answer questions about the future.
 - o Pupils can use *will/won't* and *may/may* not to make predictions.

Warm up

Pupils play *Jumbled words* in pairs with words from lesson 1. (See page 14 for instructions.)

New vocabulary

- Look at the vocabulary box on page 28 with the class.
 Check understanding. Teach the useful language.
- Play audio track 3.5 several times while the pupils listen, read and repeat.

Audio track 3.5 (CD 01 track 30) Page 28, New vocabulary

blow (v), a police station, a singer, traffic, hope, noisy, save, still $% \left(x\right) =\left(x\right) +\left(x\right) +\left($

4 What are the answers to Mr Lee's questions? Listen and write Yes or No.

- Play the first part of audio track 3.6. Use the example to explain the task.
- Play the rest of the audio, pausing for the pupils to write.
 Pupils work alone.
- · Check the answers.

Answers

1. No (example) 2. No 3. No 4. Yes 5. No 6. Yes

Audio track 3.6 (CD 01 track 31) Page 28, exercise 4

1. Mr Lee: Where are you going after school, May?

May: To the beach, Mr Lee.

Mr Lee: Will you fly your kite when you're there?

May: No. The wind isn't blowing today.

2. Mr Lee: What time is the match tomorrow afternoon,

Sam?

Sam: It's at half past three, Mr Lee.

Mr Lee: Do you think you'll run in the race at five

o'clock?

Sam: No, I won't, Mr Lee. I'll be very tired after

the match.

3. Mr Lee: It's your birthday soon, Sue. What present

do you think you will get?

Sue: Money, Mr Lee. I always get money.

That's nice. And will you spend your

birthday money on something nice?

No, I won't, Mr Lee. I'll save it and put it in the bank.

4. Mr Lee: It's the end of the school year soon. Will

you do well in your exams?

Bill: Yes, Mr Lee.

Mr Lee:

Sue:

Mr Lee: Why do you think you'll do well, Bill?

Bill: Because I work and study hard.

5. Mr Lee: Jill, will you learn to drive a car when you're

older? What do you think?

Jill: No, I won't, Mr Lee.

Mr Lee: Why not?

Jill: I don't like cars, so I won't learn to drive.

Cont.

6. Mr Lee: Do you think you'll go to university in the

next ten years, Sam?

Sam: Yes, Mr Lee, I think I will.

Mr Lee: Why, Sam?

Sam: Because I want to learn a lot of things.

2 5 Ask and answer about the pictures in exercise 4. Use will.

- Explain the task. Play audio track 3.7 as an example.
- Elicit one more example as a class.
- Pupils work in pairs.
- Choose pairs to say their conversations to the class.

Answers

Pupils' own answers

Audio track 3.7 (CD 01 track 32)

Page 28, exercise 5

A: Will May fly her kite when she's at the beach?

B: No, she won't.

A: Why not?

B: Because the wind is not blowing today.

6 Bill talked to a police officer and a singer about the future. Listen and tick ().

- Work through the grammar activity first.
- Use the heading to set the scene.
- Play the first part of audio track 3.8. Use the example to explain the task.
- Play the rest of the audio, pausing for the pupils to tick. Pupils work alone.
- Check the answers. Check understanding.

Answers

	will	won't	may
 will most things about a police officer's job change? 		1	
will police officers wear uniforms?		1	
will police officers work in police stations?	1		
4. will police officers work in space?			1
5. will drivers stop driving dangerously?		1	
6. will a singer's job change?		1	
7. will people listen to different music?	1		
8. will there be new musical instruments?			1
will singers remember hundreds of songs?		1	
10. will David still be popular?			1

Audio track 3.8 (CD 01 track 33) Page 29, exercise 6

Bill: Good morning. Ms Hall: Hello, Bill.

Bill: You're a police officer, aren't you, Miss Hall?

Ms Hall: Yes, I am.

Bill: How do you think your job will change in the

next 20 years?

Ms Hall: Well, most things won't change. For example,

police officers will wear uniforms.

And where will police officers work? Bill:

Ms Hall: Police officers will work in police stations, as

> they do now. One day we may work in space or on other planets. But that won't happen for

many years.

Bill: Will other things about a police officer's job

change? For example, will drivers stop driving

dangerously?

Ms Hall: Cars are getting safer but some people will

> always drive dangerously. They will always have accidents and need help. Police officers will still have problems at work. For example, we'll get headaches from the noisy and dirty

traffic.

Bill: Thank you.

Bill: Hello David. David: Hello Bill.

Bill: David, will the job of a singer change in the

next 20 years?

David: No, it won't. I think the job will be the same.

What about music? Bill:

David: I like today's music and I sing great songs, but

> music changes all the time. I think we will have different kinds of music in future. I also think we may have new musical instruments, like new

kinds of guitars or drums.

Bill: Some singers can remember hundreds of

songs, can't they? Will singers in the future still

remember the words to lots of songs?

David: No, they won't. Singers already have screens

where they can see the words of songs and

this helps them to sing.

And what about you, David? Do you think Bill:

you'll still be popular in the next 20 years?

Who knows? I hope I'll still be popular. I am David:

not sure.

7 Say sentences about the future using the table in exercise 6.

- Use the heading to explain the task.
- Play audio track 3.9 as an example.
- Pupils work in pairs.
- Choose pupils to say their conversations to the class.

Pupils' own answers.

Audio track 3.9 (CD 01 track 34) Page 29, exercise 7

Most things about a police officer's job won't change in the next 20 years.

8 Say sentences about yourself and the future. Use *may* or *will* and the words in the box.

- Review the time phrases in the box.
- Use the heading to explain the task. Play audio track 3.10 as an example.
- · Pupils work in pairs.
- Choose pupils to say their sentences to the class.

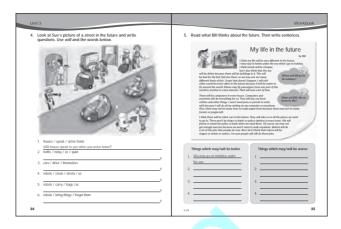
Audio track 3.10 (CD 01 track 35) Page 29, exercise 8

I may go for a walk tomorrow afternoon.

Grammar: Modal verb *may/may not* for probability/opinion about the future

- Choose pupils to read the question and answers from the grammar box.
- Elicit that
 - o we use *may* to talk about things that we think are likely to happen.
 - o we use *may not* to talk about things that we think are not likely to happen.
- Compare with will and won't. Elicit more examples of both verbs.

Workbook pages 24-25



4 Look at Sue's picture of a street in the future and write questions. Use *will* and the words below.

- Look at the picture as a class. Review vocabulary.
- Use the example to explain the task.
- Elicit more sample sentences.
- Pupils work alone.
- Check the answers. Choose pupils to read one sentence each. The others raise a hand to agree.

Answers

- 1. Will houses speak to you when you arrive home? (example)
- 2. Will the traffic be noisy or (will it be) quiet?
- 3. Will cars drive (by) themselves?
- 4 Will robots clean the streets for us?
- 5. Will robots carry (our) bags for us?
- 6. Will robots bring (our) things (to us) when we forget them?

5 Read what Bill thinks about the future. Then write sentences.

- Review better and worse.
- To support pupils, read the text as a class.
- Check understanding. Answer the questions in the blue clouds.
- Use the example to explain the task.
- Pupils work alone.
- Choose pupils to read their sentences to the class.

Sample answers

Things which may/will be better: Hotels will be cheaper. It will be easier to fly around the world. Computers and machines will do everything for us.

Things which may/will be worse: The sea may be dirtier. We may not see many different kinds of fish. There won't be shops or banks or police stations in every town. We may not get enough exercise (because we won't need to walk anywhere).

Cool down

Play Try again!

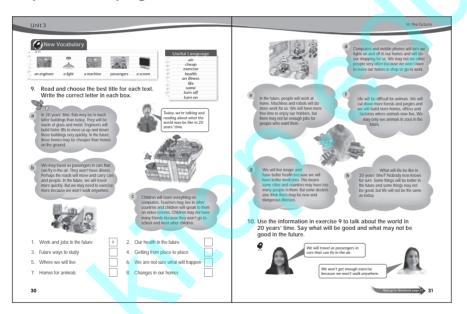
Instructions for Try again!

• Draw this grid on the board.

Jo's future plans					
Me	lazy	work hard	rich		
After school	go to college	travel a lot	get a job		
Job	work in an office	build houses	start a business		
Money	buy expensive things for myself	spend my money on presents for my friends	give away lots of money to other people		

- Choose a pupil to be 'Jo'. Send him or her out of the room.
- With the class, choose one option from each row.
- Bring Jo back in. He or she has to work out what the class has decided.
- Choose a pupil to ask *What will you be like in the future?*Jo guesses one of the answers from row 1.
- If Jo chooses the 'right' answer, continue with What will you do after school? and so on.
- If Jo chooses a wrong answer, the class says No! Try again! Jo must go back to the beginning and repeat all the steps.
- Jo wins when he or she can answer all the questions straight through without any mistakes.
- The table can have as many options or rows as you want.

Lesson 3 Pupil's Book pages 30–31



Lesson objectives

- New vocabulary: an engineer, a light, a machine, passengers, a screen, air, cheap, exercise, health, an illness, life, same, turn off, turn on
- Learning outcomes:
 - o Pupils can say what they think will be good or bad in the future.
 - o Pupils can talk and write about what the world will be like in the future.

Warm up

Play *Noughts and crosses* with vocabulary from lesson 1. (See page 18 for instructions.)

New vocabulary

- Look at the vocabulary boxes on page 30 with the class. Check understanding. Use the pupils' own language to teach the useful language.
- Play audio track 3.11 several times while the pupils repeat.

Audio track 3.11 (CD 01 track 36) Page 30, New vocabulary

an engineer, a light, a machine, passengers, a screen, air, cheap, exercise, health, an illness, life, same, turn off, turn on

9 Read and choose the best title for each text.Write the correct letter in each box.

- Use the exercise heading to explain the task.
- · Read the titles as a class. Check understanding.
- Choose pupils to read each text aloud. Review vocabulary.
- Pupils work alone. Provide support.
- Choose pupils to say their answers. The others vote Yes or No.

Answers

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

Use the information in exercise 9 to talk about the world in 20 years' time. Say what will be good and what may not be good in the future.

- Use the exercise heading to explain the task.
- Play audio track 3.12 as an example.
- · Look at the pictures and review the vocabulary.
- Elicit more examples.
- Pupils work in pairs. Provide support.
- Choose pairs to say their sentences to the class.

Sample answers

We will travel as passengers in cars that can fly in the air. We won't get enough exercise because we won't walk anywhere. (example)

Flats may be in much taller buildings (than today). These homes may be cheaper than homes on the ground.

Computers and mobile phones will do our shopping for us. We may not see other people very often.

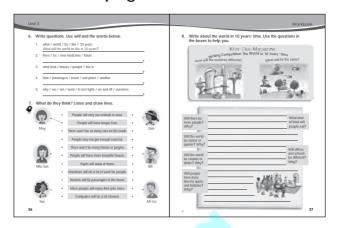
Children will learn everything on computers. Children may not have many friends.

Audio track 3.12 (CD 01 track 37) Page 31, exercise 10

A: We will travel as passengers in cars that can fly in the air.

B: We won't get enough exercise because we won't walk anywhere.

Workbook pages 26-27



6 Write questions. Use will and the words below.

- Use the example to explain the task.
- Pupils work alone.
- Check the answers as a class.

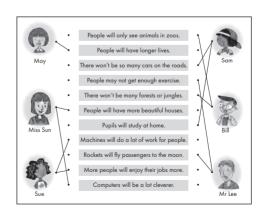
Answers

- 1. What will the world be like in 30 years? (example)
- 2. Will there be new medicines in (the) future?
- 3. What kind of houses will people live in?
- 4. How will passengers travel from one place to another?
- 5. Why won't we need to turn lights on and off (by) ourselves?

7 What do they think? Listen and draw lines.

- Read the sentences as a class. Check understanding.
- Play the first part of audio track 3.2 and use the example to explain the task.
- Play the rest of the audio, pausing for the pupils to draw lines.
- Pupils work alone.
- · Replay the audio and check the answers.

Answers



Audio track 3.2 (WB CD track 09) Page 26, exercise 7

Max: Hello everyone. Today, I'm asking my friends

about the world in the next 20 years. May,

what do you think it will be like?

May: I think doctors will have better medicine for

lots of illnesses, and there will be better things to eat. Our health will be better, so people will have longer lives, and because they will live longer, there may be more people in the

worla.

Max: Sam, what do you think the world will be like

in 20 years?

Sam: I think pupils will study at home and they

won't need to go to school. They'll learn everything at home. They'll watch our teachers on computer screens. I also think there will be faster, cleaner trains which will go to new places. More passengers will use trains and there will be fewer cars on the roads. The air will be cleaner because there won't be much

traffic.

Max: What do you think, Sue?

Sue: People won't need to travel to their school or

offices every day. People will work at home some days and they will enjoy their jobs more. And machines will do a lot of work for people so people will have more time to do their hobbies. Engineers will be very important because there will be a lot of machines to look

after.

Max: Miss Sun, what do you think will happen in the

next 20 years?

Miss Sun: I think that in the future we will have more

beautiful houses. I think we'll have lots of machines to help us clean and tidy our homes. I also think computers will be a lot cleverer. We'll just speak and they will do things for us,

like turning on the lights.

Cont.

Max: What are your ideas about the world in the

next 20 years, Mr Lee?

Mr Lee: I don't think people will work a lot and people

may not get enough exercise. We will spend too much time looking at screens. People will go into space more and I think that rockets will

fly passengers to the moon.

Max: Bill, what do you think the world will be like in

20 years?

Bill: Well, I think people will cut down more trees so

there won't be many forests and jungles. There may be fewer animals and birds because there won't be homes for them. I think we will

only find wild animals in zoos.

Write about the world in 10 years' time. Use the questions in the boxes to help you.

Use the heading to explain the task.

Read the questions as a class. Elicit answers orally.

· Pupils work alone.

Pupils check their spelling and punctuation with a partner.

Choose pupils to read their answers aloud.

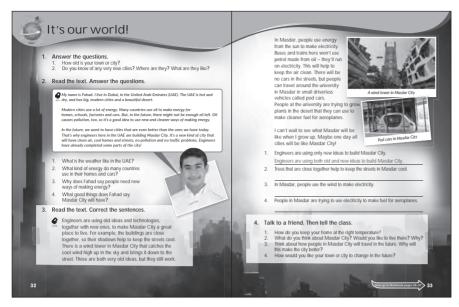
Cool down

• Play a chain game in groups. The first player says something he or she thinks will happen in the future: I'll get married or I may have a robot to clean the house.

• The next player makes the sentence negative and adds a new plan: I may not get married. I'll start a business.

 Play continues round the group. Pupils must not repeat any sentence exactly.

It's our world! Pupil's Book pages 32–33



Lesson objectives

- Topic vocabulary: aeroplane, can't wait (meaning be impatient), close together, electricity, energy, fuel, maybe, modern, oil, one day (meaning in the future), petrol, pollution, shadow, vehicle, work (meaning function correctly)
- · Learning outcomes:
 - o Pupils can read a simple text and answer questions on it.
 - Pupils can discuss ideas about their own town or city in the future.

Cultural notes

The United Arab Emirates (UAE) lies on the south-east coast of the Arabian Peninsula and has borders with Oman and Saudi Arabia. It is made up of seven separate emirates: Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah and Umm al-Quwain.

Warm up

Play Match and spell to review air, buildings, catches, cities, clean, cool, desert, engineer, enough, factories, future, high, ideas, be like, plants, problems, technologies, travel, university.

Instructions for Match and spell

This game is useful for reviewing abstract words which are difficult to show on a flashcard.

- Write a list of English words on the board. In random order, write the meanings in the pupils' own language.
- · Choose pupils to match each word with its meaning.
- Pupils copy the words and meanings into their notebooks.
- They take turns to ask their partner to spell out one of the words.
 Pupils must spell the plurals correctly to win the point.

1 Answer the questions.

· Read and answer the questions as a class.

2 Read the text. Answer the questions.

- Use the picture to set the scene. Pupils will hear about Fahad.
- Play audio track 3.13 while the pupils read. Check understanding. Teach or elicit the meanings of modern, energy, oil, pollution, even. Explain that oil here refers to crude oil and its products (petroleum products).
- Pupils answer the questions in pairs.
- Check the answers as a class.
- Help the pupils to find the UAE on their maps.

Possible answers

- 1. It is hot and dry.
- 2. Oil.
- 3. Because in the future there may not be enough oil and because oil can cause pollution.
- 4. It will have clean air, cool homes and streets, no pollution and no traffic problems.

Audio track 3.13 (CD 01 track 38) Page 32, exercise 2

My name is Fahad. I live in Dubai, in the United Arab Emirates (UAE). The UAE is hot and dry, and has big, modern cities and a beautiful desert.

Modern cities use a lot of energy. Many countries use oil to make energy for homes, schools, factories and cars. But, in the future, there might not be enough oil left. Oil causes pollution, too, so it's a good idea to use new and cleaner ways of making energy.

In the future, we want to have cities that are even better than the ones we have today. That's why engineers here in the UAE are building Masdar City. It's a new kind of city that will have clean air, cool homes and streets, no pollution and no traffic problems. Engineers have already completed some parts of the city!

3 Read the text. Correct the sentences.

- Use the heading to explain the task.
- Play audio track 3.14 while the pupils read.
- Check understanding. Teach or elicit the meanings of close together, shadows, wind tower, work (function correctly), electricity, petrol, underground, vehicle, fuel, aeroplane, can't wait, maybe, one day.
- Explain that themselves is the plural of himself, herself or itself. Teach Tom drives himself to work (Tom drives his car). Tom and Steve drive themselves to work (Tom and Steve drive their cars).
- Explain cars that drive themselves. The car drives <u>itself</u> (There isn't a driver). The cars drive <u>themselves</u> (There aren't any drivers).
- Pupils complete the exercise alone and then check their answers with a partner.
- Choose pupils to say their answers. The class votes Yes or No.

Answers

- 1. Engineers are using <u>both old and new</u> ideas to build Masdar City. (example)
- 2. <u>Buildings</u> that are close together help to keep the streets in Masdar cool.
- 3. In Masdar, people use the sun to make electricity.
- 4. People in Masdar are trying to use <u>plants</u> to make fuel for aeroplanes.

Audio track 3.14 (CD 01 track 39) Page 32, exercise 3

Engineers are using old ideas and technologies, together with new ones, to make Masdar City a great place to live. For example, the buildings are close together, so their shadows help to keep the streets cool. There is a wind tower in Masdar City that catches the cool wind high up in the sky and brings it down to the street. These are both very old ideas, but they still work.

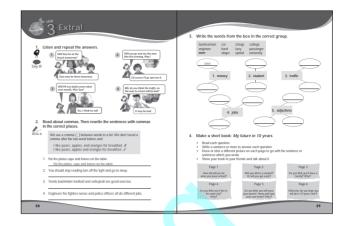
In Masdar, people use energy from the sun to make electricity. Buses and trains here won't use petrol made from oil – they'll run on electricity. This will help to keep the air clean. There will be no cars in the streets, but people can travel around the university in Masdar in small driverless vehicles called pod cars. People at the university are trying to grow plants in the desert that they can use to make cleaner fuel for aeroplanes.

I can't wait to see what Masdar will be like when I grow up. Maybe one day all cities will be like Masdar City!

4 Talk to a friend. Then tell the class.

- · Read the questions as a class.
- Pupils talk about the questions in pairs. Help with vocabulary.
- · Discuss the answers as a class.

Unit 3 Extra! Workbook pages 28–29



Lesson objectives

Say it!: intonation to show probability and certainty

Write it!: commas in lists

1 Listen and repeat the answers.

- Explain that we can show listeners how sure we are by the way we speak.
- Use the pupils' own language to demonstrate showing certainty and uncertainty through delivery.
- Play audio track 3.3, pausing to elicit how sure each speaker is.
- Play the audio again. Pupils repeat in the pauses.
- Pupils role-play the conversation in pairs. Monitor.

Audio track 3.3 (WB CD track 10) Page 28, exercise 1

1. Max: Will Sam be at the beach tomorrow?

May: [unsure] Sam may be there tomorrow.

2. Max: Will you go and see the new film this

evening, May?

May: [certain] Of course I'll go and see it.

3. Max: Will Mr Lee build a new robot next month, Miss Sun?

Miss Sun: [certain] Yes, I think he will.

4. Max: Bill, do you think the traffic on the way to

school will be bad?

Bill: [uncertain] It may be bad.

2 Read about commas. Then rewrite the sentences with commas in the correct places.

- Read the information in the box as a class.
- Pupils work alone.
- Choose pupils to read their answers, using gesture and saying the word *comma*. The class votes *Yes* or *No*.

- 1. Put the plates, cups and knives on the table. (example)
- 2. You should stop reading, turn off the light and go to sleep.
- 3. Tennis, badminton, football and volleyball are good exercise.
- 4. Engineers, fire fighters, nurses and police officers all do different jobs.

Write the words from the box in the correct group.

- Use the example to explain the task. Review the vocabulary.
- Pupils work alone.
- Check the answers.

% Optional extension activity

• Choose pupils to say why the words belong in each group. Allow answers in the pupils' own language.

Answers

- 1. money: save (example), spend
- 2. student: university, college
- 3. traffic: car, passenger
- 4. jobs: businessman, engineer, singer
- 5. adjectives: lazy, cheap, hard

4 Make a short book: My future in 10 years.

- Read the instructions and questions as a class.
- Pupils work alone.
- Pupils share their work with a partner. They discuss how the futures they have written about are the same or different.

Instructions for homework

• Omit the discussion, but use the finished work to make a class or school display.

Cool down

Pupils play *Spell that!* in pairs with words from the course so far. (See page 20 for instructions.)