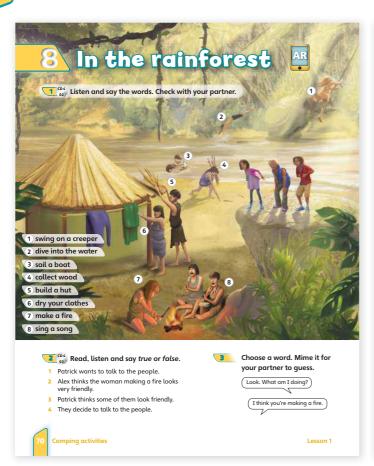
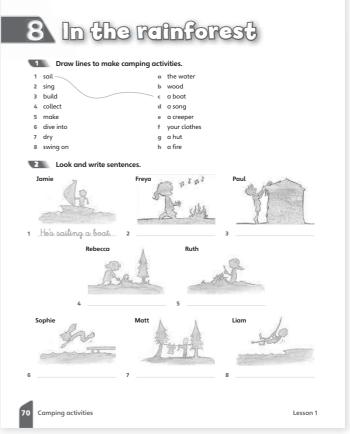
**More Information** 

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## In the rainforest

\ Lesson 1





### **Objectives**

- to present the core vocabulary (camping activities)
- to practise the core vocabulary through speaking
- to practise writing the core vocabulary

### Language

**New language:** camping activities, swing on a creeper, dive into the water, sail a boat, collect wood, build a hut, dry your clothes, make a fire, sing a song, rainforest, tribespeople, the way out, scare

**Recycled language:** in the middle, village, friendly, busy, children, explore

#### **Materials**

CD, Teacher's Resource Book (optional)

#### **Digital Minds**

Vocabulary interactive activities

### **Basic competences**

**Competence in linguistic communication:**Pupils identify and name camping activities.

**Social and civic competences:** Pupils work together to play a guessing game.

### Home-school link

- Augmented Reality: vocabulary interactive activities, spelling challenge
- Online interactive activities: spelling challenge

Lesson 1

### Pupil's Book, page 70

### Warm-up

- Write Rainforest on the board.
- Elicit what pupils know about them, where they are and what animals live in them.
- Elicit if people live in them too (yes).

### Presentation

- Look at the picture in the Pupil's Book with the class to further set the context and to present the vocabulary.
- Say each word for pupils to repeat.
- Check pupils understand the meanings of the words.
- Elicit what pupils think is happening in the picture.
- Elicit where the three friends were before this (Pompeii) and how they got to the rainforest (through the gate).

# Listen and say the words. Check with your partner.

- Pupils look at the numbered phrases in the picture.
- Play the recording.
- Pupils listen to each phrase and repeat in chorus.
- Play the recording again. Pupils repeat in groups.
- Pupils practise the new phrases in pairs.
- They take turns to point to the numbered activities in the picture and say what each one is.

### (2 CD4) Read, listen and say *true* or *false*.

- Read the sentences aloud with the class.
- Encourage pupils to try to predict whether they are true or false.
- Play the recording. Pupils listen to find the answers.
- They check in pairs.
- Play the recording again. Check with the class.

#### CD4 Track 03

Alex: Wow, it's hot here.

Patrick: Of course it is. We're in the middle of the rainforest.Phoebe: Shh! Look, there's a village and some tribespeople.Patrick: Let's go and talk to them. Maybe they can show us the way out.

Phoebe: We know the way out, Patrick. It's a yellow gate.

Patrick: Well, let's go and talk to them anyway.

**Alex:** That's not a good idea. That woman making a fire and the man building a hut don't look very friendly. I think they're all really busy. Maybe they won't want to talk to us.

**Patrick**: What about those children sailing the boat? They're playing and they look friendly.

Alex: That's because they're children.

**Phoebe:** Alex is right, Patrick. We shouldn't talk to them. We might scare them. Let's go and explore the forest instead.

Patrick: OK.

Key: 1 true, 2 false, 3 true, 4 false



## Choose a word. Mime it for your partner to guess.

- Demonstrate the game with the class, using the example. Say Look. What am I doing? (mime making a fire). Encourage the class to answer as in the example.
- Pupils do the activity in pairs. They take turns to mime one of the new activity phrases and to guess what it is.
- Monitor pairs as they do the activity.
- Check with open pairs.

### **Activity Book, page 70**

Draw lines to make camping activities.

• Pupils match the verbs with the nouns to make activities.

**Key:** 2 d, 3 g, 4 b, 5 h, 6 a, 7 f, 8 e

### 2 Look and write sentences.

 Pupils look at the pictures and write sentences using the present continuous.

**Key:** 2 She's singing. 3 He's building a hut. 4 She's collecting wood. 5 She's making a fire. 6 She's diving into the water. 7 He's drying his clothes. 8 He's swinging on a creeper.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Divide pupils into four teams. Write the following words on the board: a creeper, a boat, the water, a hut, your clothes, a fire, wood, a song. Give each team eight pieces of paper. They write each word in big writing on separate pieces of paper.
- Pupils lay their words on a desk face up so that they can see them all.
- Call out a verb, e.g. *collect*. In their teams pupils find the correct collocating word as quickly as they can and hold it up. The first team to do so gets a point.
  - See also Teacher's Resource Book Worksheet 1, p46

#### Extension

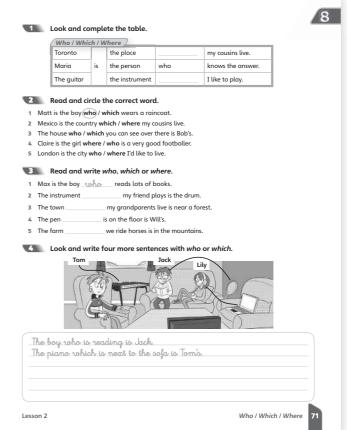
- Pupils write the eight new activity phrases from Activity 1 in their vocabulary books.
- Tell pupils to write the verbs in a different colour.
- Pupils can add other words that collocate with the verbs to their notebooks as they learn them, e.g. make a fire, a cake, a noise.

**More Information** 

8

Lesson 2





### **Objectives**

- to present the first core grammar
- to practise the core grammar through a reading activity
- to practise the core grammar through a speaking activity
- to practise writing the core grammar

#### Language

**New language:** camping activities, who / which / where, put up your tent, sailor, airplane, sail a boat, vehicle

**Recycled language:** fireman, ambulance, mountain, dinosaur, mechanic, astronaut, rocket, wing, comet, engineer, artist, hospital

#### Materials

CD, Teacher's Resource Book (optional)

### **Digital Minds**

- Grammar 1 interactive activities
- Grammar animation 1

### Basic competences

#### Competence in linguistic communication:

Pupils use who, which and where to form sentences.

**Social and civic competence:** Pupils work together to give descriptions and guess.

**Sense of initiative and entrepreneurship:**Pupils make sentences based on a picture.

### Home-school link

- Augmented Reality: grammar 1 interactive activity, aqua quest game, grammar animation 1
- Online interactive activities: aqua quest game

**More Information** 

Lesson 2

### Pupil's Book, page 71

### Warm-up

- Divide the class into four or five teams. Tell pupils that you are going to play a game where they have to guess a missing word.
- Read sentences to the class, but say beep to indicate the word they need to guess.
- Pupils discuss what they think the missing word is in their groups. They write it on a piece of paper and hold it up.
- Each team to write it correctly gets a point.
   Sentences to say: 1 The (dinosaurs) lived millions of years ago. 2 Birds have got two (wings). 3 A (mechanic) fixes cars. 4 My brother went to hospital in an (ambulance) when he broke his arm. 5 Neil Armstrong is a famous (astronaut).

#### Presentation

- Draw a stick figure of another teacher pupils know in the school. Write his/her name under the picture.
- Write two sentences about him/her on the board, e.g. *This is Mr Brown. He teaches us Maths.*
- Say we can join the two sentences with who. Write Mr Brown is the man who teaches us Maths on the board.
- Underline *man who* in a colour and write *person* next to the sentence in the same colour.
- Repeat the procedure for *which* (object) and *where* (place). Use a different colour for each relative pronoun.

### Read and say A, B or C. Then listen and check.

- Look at the picture with the class. Elicit what pupils can see and what is happening.
- Do number 1 as a class. Read the sentence stem and the choices. Elicit the correct answer.
- Pupils read the sentences in pairs, choosing the correct answers.
- Play the recording. Pupils listen and check their answers.

**Key: 1** b, **2** a, **3** c, **4** b, **5** c, **6** b



- Play the recording. Pupils listen and repeat in chorus.
- Pupils take turns to practise the sentences in pairs.



Choose a word and describe it for your partner to guess. Think!

#### Thinking skill: making deductions

- Demonstrate the activity by reading the first example with the class. Read the other speech bubbles, eliciting endings to the sentences. Point pupils to the word box.
- Pupils describe and guess in pairs.

- Monitor and check that pupils are using the correct relative pronouns. Make discreet notes of any mistakes.
- Do class feedback by eliciting example sentences and doing error correction on the board with the notes you have made.

### **Activity Book, page 71**

Look and complete the table.

- Pupils complete the table individually.
- They check in pairs before you elicit the answers.

**Key:** where, which

Read and circle the correct word.

• Pupils read and choose the correct relative pronouns.

Key: 2 where, 3 which, 4 who, 5 where

Read and write who, which or where.

• Pupils read the sentences and write the correct pronoun.

Key: 2 which, 3 where, 4 which, 5 where

Look and write four more sentences with who or which.

Pupils use the names on the picture to write sentences.

**Key:** The boy who is watching television is Tom. The tennis racket which is behind the sofa is Jack's. The girl who is listening to music is Lily. The laptop which is on the armchair is Lily's.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Say a person, thing or place. Pupils call out who, which or where, e.g. Teacher: Madrid. Pupils: Where.
- The class then gives you an example sentence.
  - See also Teacher's Resource Book Worksheet 2, p47

### Extension

- Pupils write three sentences about their own lives using *where*, *which* and *who*.
- Pupils read their sentences in pairs.

### **Grammar focus [PB p87]**



Say the complete sentences with who, which or where.

 Pupils work in pairs, taking it in turn to read a sentence with the correct relative pronoun.

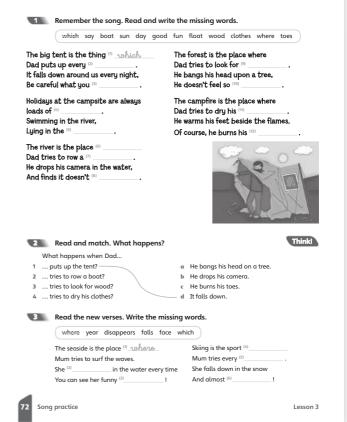
Key: 1 who, 2 which, 3 who, 4 where, 5 which, 6 where

**More Information** 

8







### **Objectives**

- to consolidate core vocabulary and grammar (camping activities and who / which / where) through a song
- to sing a song for pleasure
- to check comprehension of the song

### Language

**New language:** camping activities, who / which / where, loads of, float, bang (his) head, upon, campfire, flames, burn

Recycled language: holiday, river, forest

#### **Materials**

CD

### **Digital Minds**

- Song interactive activities
- Karaoke song

### **Basic competences**

**Competence in linguistic communication:**Pupils join in with a song.

**Social and civic competence:** Pupils sing together as a class.

### **Home-school link**

- Augmented Reality: karaoke song
- Online interactive activities: karaoke song

**More Information** 

### Lesson 3

### Pupil's Book, page 72

### Warm-up

- Divide the class into two teams and ask for a volunteer from each team.
- The two volunteers sit on a chair at the front of the class facing their team mates (they can't see the board).
- Write a word from the previous lesson on the board.
   The two teams call out the definition of the word, using who, which or where, and the seated pupils guess what it is.
- The pupil on the chair to guess the word correctly first gets a point for their team. Swap pupils on the chair and continue with other words.

# Listen to the song and point to the incorrect picture.

- Pupils look at the pictures in the Pupil's Book. Elicit what they can see.
- Play the recording. Pupils discuss in pairs which picture isn't correct.
- Play the recording again for them to check.
- Check with the class. Check understanding of *float* and *burns his toes*.
- Play the song again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.

**Key:** Picture 4 is the incorrect picture.

## Listen and sing.

• Play the karaoke version of the song for pupils to sing.

## Read and say the complete sentences.

- Pupils read the sentences and use the song to help them complete the sentences.
- They check in pairs.
- Do class feedback by eliciting complete sentences.

Key: 1 where, 2 who, 3 which, 4 where

### Play the miming game.

- In pairs, one pupil mimes a camping activity and the other pupil guesses, as in the example.
- They swap roles.

### **Activity Book, page 72**

## Remember the song. Read and write the missing words.

 Pupils think about the song and complete it using the words in the box.

**Key:** 2 day, 3 say, 4 fun, 5 sun, 6 where, 7 boat, 8 float, 9 wood, 10 good, 11 clothes, 12 toes

2 Read and match. What happens? Think!

Thinking skill: cause and effect

• Pupils read the sentence halves and match them.

Key: 2 b, 3 a, 4 c

## Read the new verses. Write the missing words

- Pupils read the new verses and use the words in the box to complete them.
- Remind pupils that the verses rhyme.

Key: 2 falls, 3 face, 4 which, 5 year, 6 disappears

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Tell pupils to read through the song again and write all the rhyming words in their notebooks.
- Do class feedback, checking the words and saying them for pupils to repeat in chorus.

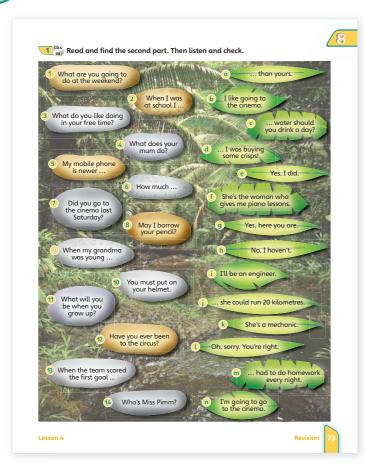
#### **Extension**

- Elicit other types of holidays and any other activities that pupils can think of that they would do on holiday. Write their ideas on the board.
- Pupils use their ideas to write their own verse of the song.
- Play the karaoke version of the song. Pupils sing their own verses.

**More Information** 

8







### **Objectives**

• to review grammar and vocabulary from the book

to practise reading for specific information

### Language

**Recycled language:** grammar and vocabulary from the book

### Materials

CD, Teacher's Resource Book (optional)

### **Digital Minds**

- Grammar 2 interactive activities
- Grammar animation 2

### **Basic competences**

#### Competence in linguistic communication:

Pupils complete activities using grammar and vocabulary they know.

**Learning to learn:** Pupils use previous known language to complete an activity.

### Home-school link

- Augmented Reality: grammar 2 interactive activity, word race game, grammar animation 2
- Online interactive activities: word race game, grammar animation 2

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**More Information** 



### Pupil's Book, page 73

### Warm-up

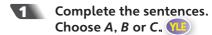
- Do a spelling test. Read the following words, giving pupils time to write them: piano, circus, mechanic, engineer, cinema, homework, mobile phone. Give an example of each word in context as you go along.
- Pupils check their spellings in pairs.
- Do class feedback by asking individual pupils to come to the board and write the words for the class to check.

## Read and find the second part. Then listen and check.

- Do number 1 as an example. Read the question and elicit the correct answer.
- Pupils continue matching individually and then check in pairs.
- Play the recording. Pupils listen and check.
- Do class feedback by asking open pairs to say each part of the sentences.

**Key:** 1 n, 2 m, 3 b, 4 k, 5 a, 6 c, 7 e, 8 g, 9 j, 10 l, 11 i, 12 h, 13 d, 14 f

### **Activity Book, page 73**



 Pupils read the sentences and choose the correct word to complete it.

Key: 2 C, 3 C, 4 B, 5 A, 6 B, 7 C, 8 B, 9 C, 10 A

## Make questions. Then ask and answer with a partner.

 Pupils read the words and write them in the correct order to make questions. Then they ask and answer in pairs.

Key: 2 How many planets can you name? 3 Who is your favourite author? 4 What were you doing at 11 o'clock on Saturday morning? 5 Whose birthday is in June?
6 Have you ever been to the USA?
Pupils' own answers

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Pupils look at the sentences in PB Activity 1 again and match them with the units the grammar came from.
- They find one more example of each grammar point.
  - See also Teacher's Resource Book Worksheet 3, p48

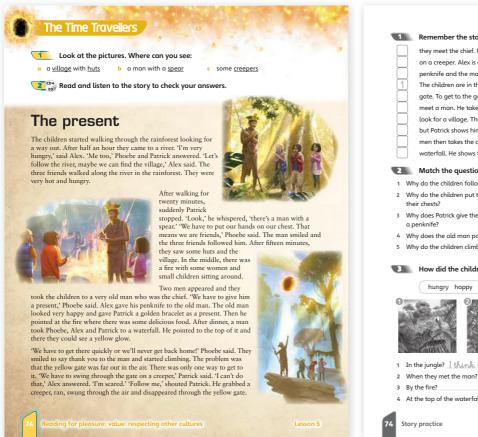
#### Extension

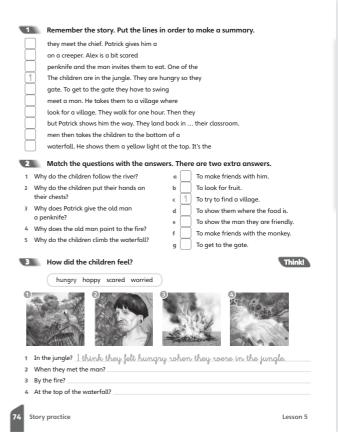
- Pupils choose five of the examples they found in the Reinforcement activity and write a similar activity for their partner to do.
- Pupils swap sentences and match them.
- They check each other's answers in pairs.

**More Information** 

8

Lesson 5





### **Objectives**

- to read a story for pleasure
- to review language from the unit

- to check comprehension
- to understand the value of respecting other cultures

### Language

**New language:** spear, chief, penknife, bracelet, waterfall, grab, creeper, swing

**Recycled language:** characters and language from the story

**Receptive language:** What present did Alex give to the man?

### **Materials**

CD

#### **Digital Minds**

Story

### **Basic competences**

**Competence in linguistic communication:**Pupils listen to a story.

**Social and civic competence:** Pupils learn the message of respecting other cultures through a story.

**Cultural awareness and expression:** Pupils act out the story.

#### Home-school link

- Augmented Reality: story
- Online interactive activities: story

**More Information** 

### Lesson 5

### Pupil's Book, page 74`

### Warm-up

- Write Phoebe, Alex and Patrick on the board.
- Elicit what pupils remember about them from this and the previous units.
- Give prompts if necessary, e.g. science lab, experiments, Mr Davis, the gate, Houston (the past), Pompeii (the past).

### Look at the picture. Where can you see:

- Read the activity instructions and the three questions with the class.
- Elicit what the title of the story is (The present). Check pupils understand that the meaning of this is a gift, and that it doesn't refer to time.
- Pupils look at the pictures and discuss their ideas for the story in pairs.
- Elicit predictions from pairs.

## Read and listen to the story to check your answers.

- Play the recording. Pupils read and listen to check their answers.
- Check with the class.
- Play the recording again. Pupils read and listen.
- Elicit what happened at the end of the story (the children swung through the gate on a creeper) and where the gate was (at the top of a waterfall, far out in the air).
- Check understanding of creeper.

**Key:** a 2<sup>nd</sup> picture, **b** 1<sup>st</sup> and 3<sup>rd</sup> pictures, **c** 3<sup>rd</sup> and 4<sup>th</sup> pictures

### **Practice**

Check understanding of the story. Use prompt questions if necessary, e.g. Why did the friends look for a village?
(Because they were hungry.) What was the man holding? (A spear.) What present did Alex give to the man? Why? (A penknife. Because he was the chief so they had to give him a present.)

### Activity Book, page 74

Remember the story. Put the lines in order to make a summary.

 Pupils think about the story. They read the sentences and write the numbers to order them to make a summary.

**Key:** 4, **9**, 5, (1), 8, 3, 2, 10, 6, 7

Match the questions with the answers. There are two extra answers.

 Pupils read the questions and match them with the answers, writing the numbers in the boxes.

**Key:** a 3, b (extra answer), c (1), d 4, e 2, f (extra answer), g 5

3 How did the children feel? Think!

Thinking skill: showing empathy

 Pupils look at the pictures and prompts and think about how the children felt in each situation.

**Key:** (possible answers): **2** I think they felt scared/worried when they met the man. **3** I think they felt happy when they were by the fire. **4** I think they felt scared when they were at the top of the waterfall.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Put pupils into groups of four (one is the man they meet as well as the chief).
- Pupils decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Pupils do their role plays, using the direct speech from the story.
- If time, they change roles.

#### Extension

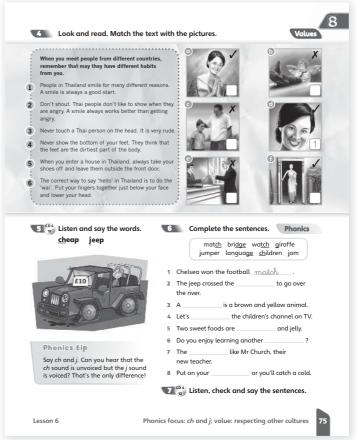
- Focus pupils on paragraphs 3 and 4 of the story.
- Tell pupils to imagine that the tribespeople can speak English.
- Elicit what questions they would ask the children.
- In groups of four, pupils create a dialogue for the section of the story where the children and the tribe are eating.
- Groups practise their dialogues and then perform them for the class.

**More Information** 

8

Lesson 6





### **Objectives**

to check comprehension of the story

• to present the unvoiced *ch* and voiced *j* sounds in English and practise saying them

### Language

**New language:** cheetah

**Recycled language:** characters and language from the story

**Receptive language:** respecting other cultures

### Materials

CD

### **Digital Minds**

Phonics game

### **Basic competences**

Competence in linguistic communication:

Pupils interpret a deeper meaning from the story.

### Home-school link

• Augmented Reality: phonics game

**More Information** 

### Lesson 6

### Pupil's Book, page 75`

### Warm-up

 Ask questions about the story, e.g. Where were the three friends? (In the rainforest.) Who did they meet? (A tribe of people.) What was the present? (A penknife.) Were the tribe friendly? (Yes.)

### Read and say the correct names.

- Play the recording of the story again. Pupils listen and/or follow it in their Pupil's Books.
- Make sure pupils know what to do.
- They read the sentences and say the correct name.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Patrick, 2 Alex, 3 Alex, 4 Phoebe

### **Activity Book, page 75**

Look and read. Match the text with the pictures.

 Pupils look at the pictures and read the text. They write the numbers in the boxes.

**Key:** a 6, b 4, c 3, d (1), e 2, f 5

### Pupil's Book, page 75

### 4 CD4 Listen and say.

- Write chief and strange on the board and elicit the pronunciation.
- Underline ch and g and say the sounds for pupils to repeat. Pupils press their fingers against their throat.
   They will only feel a vibration when they say the voiced j sound.
- Play the recording. Pupils listen and repeat.
- Divide the class so that one half is Chuck and the other half Jack. The class says the dialogue twice, exchanging roles. Pupils practise in pairs.

### **Activity Book, page 75**

5 Listen and say the words.

- Pupils listen and repeat.
- Read the phonics tip to the class.

### 6 Complete the sentences.

 Pupils read the sentences and use the words in the box to complete them.

### 7 (D4) Listen, check and say the sentences.

• Pupils listen and check their answers.

**Key:** 2 bridge, 3 giraffe, 4 watch, 5 jam, 6 language, 7 children, 8 jumper

### **OPTIONAL ACTIVITIES**

#### Reinforcement

• Ask pupils to put their fingers on their throats as they say the following sounds (they will only feel a vibration for the second one each time): p - b, f - v, t - d, s - z, c - g.

#### Extension

- Focus on how the three friends respect the culture of the rainforest (they put their hands on their chests to show they are friendly and give the chief a present).
- Elicit from pupils why this value is important and examples of ways in which they respect other cultures.

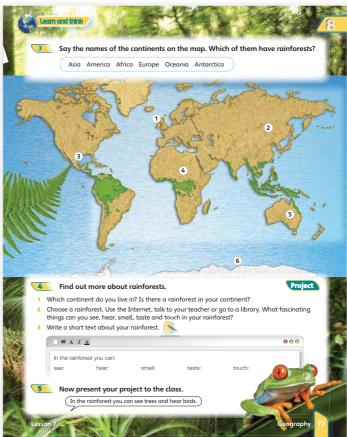
**Note:** Some of this discussion may need to take place in L1.

**More Information** 

8

Lesson 7





### **Objectives**

- to extend pupils' understanding of the world
- to practise reading for specific information

• to enable pupils to complete a project

### Language

New language: rare, lung, oxygen, humans, die, produce, hunger, tropical, wildlife, cut down, logging, good quality, Asia, America, Africa, Europe, Oceania, Antarctica

**Recycled language:** plants, animals, planet, clouds, rain, farmer, expensive, meat

### **Materials**

Internet and/or reference books, poster paper, Teacher's Resource Book (optional)

### **Digital Minds**

CLIL interactive activities

### **Basic competences**

### Competence in linguistic communication:

Pupils use known language to talk about Geography in English.

**Learning to learn:** Pupils extend their knowledge of Geography. Pupils research rainforests.

**Sense of initiative and entrepreneurship:**Pupils write about rainforests.

**Digital competence:** Pupils use the Internet to find out about rainforests.

#### Home-school link

- Augmented Reality: CLIL documentary
- Online interactive activities: CLIL documentary

More Information

### Lesson 7

### Pupil's Book, page 76`

### Warm-up

- Write Rainforests on the board and draw a circle around it.
- Brainstorm with pupils what they know about rainforests.
- Write their ideas on the board to create a word map.



1 CD4 Why are rainforests important? Think of some ideas and discuss them. Read and listen to the text to check your ideas. Think!

### Thinking skill: applying world knowledge

- Discuss the lesson title.
- Pupils close their books and brainstorm ideas in pairs. Set a time limit, e.g. two minutes.
- Play the recording. Pupils read and listen to check their predictions.
- Check with the class. Check understanding of vocabulary.
- Have pupils read the text aloud around the class and discuss the ideas.
- Read the Smart fact with the class and check understanding.

**Key:** They are the lungs of the planet. They produce oxygen. They store water. They are home to millions of plants and animals. They are home to people who have lived in them for thousands of years.

### Read, look and answer the question.

- Pupils read the text and look at the two pictures individually and silently. They write the two reasons in their notebooks.
- They compare answers in pairs.
- Check with the class, having pupils read the text aloud around the class.
- Check understanding of vocabulary.

Key: Problem 1: logging, Problem 2: farming

### Pupil's Book, page 77



Say the names of the continents on the map. Which of them have rainforests?

- Focus pupils on the map. They point to and say the names of the continents.
- They compare answers in pairs. Check with the class.
- Elicit which continents have rainforests.

**Key: 1** Europe, **2** Asia, **3** America, **4** Africa, **5** Oceania, 6 Antarctica

All of the continents except Antarctica have rainforests.

#### Find out more about rainforests. Project

- Provide pupils with the reference materials they need.
- Give clear instructions to the class as to how long they can spend on each part of the project. Write this information on the board.
- Groups create a task plan and allocate tasks to different pupils in their groups, e.g. one pupil finds out about fascinating things they can smell in the rainforest and another finds out about things you can touch.

### Now present your project to the class.

- Pupils organise the information they have collected.
- They create posters to present their work.
- Groups decide which members of their groups will do each part of their presentations.
- Set a listening task for the groups who are listening, e.g. write down one fact that you didn't already know.
- Groups take turns to give their presentations.
- After each presentation, go around the class to get feedback on the listening task.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write the following prompt on the board: *Today I've* ...
- Elicit from pupils what they learnt today, e.g. learnt more about rainforests and where they are and I have completed a project on fascinating things I can see, hear, smell, taste and touch in rainforests.
- Write it on the board. Pupils copy it into their notebooks.

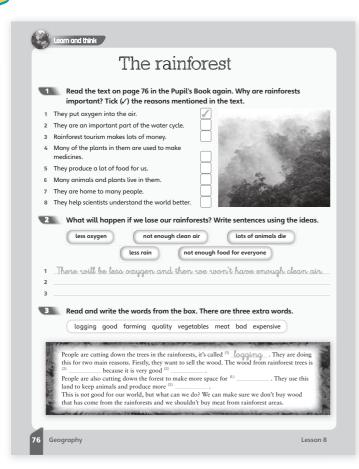
### **Extension**

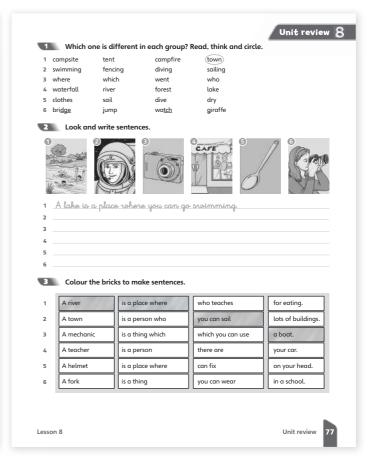
- Elicit from pupils what they liked and what they would change if they did the project again.
- Individually, pupils make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Pupils then each write a report using their notes.
  - See also Teacher's Resource Book Worksheet 4, p49

**More Information** 

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Lesson 8





### **Objectives**

- to integrate other areas of the curriculum through English: Geography
- to categorise core vocabulary from the unit
- to review core grammar and vocabulary from the unit

### Language

**Recycled language:** vocabulary and grammar from the unit

#### Materials

CD, poster paper, coloured pens, computers and printers, Internet and/or reference books (optional), Teacher's Book unit 8 test (optional)

### **Digital Minds**

CLIL interactive activities

### **Basic competences**

### Competence in linguistic communication:

Pupils use known language to talk about Geography in English.

**Learning to learn:** Pupils extend their knowledge of Geography.

### Home-school link

- Augmented Reality: CLIL documentary
- Online interactive activities: CLIL documentary

**More Information** 

Lesson 8

### **Activity Book, page 76**

### Warm-up

- Elicit what pupils remember about rainforests from the previous lesson.
- Give prompts if necessary animals, people, problems.
- Write their ideas on the board to create a word map.
- Read the text on page 76 in the Pupil's Book again. Why are rainforests important?

  Tick (/) the reasons mentioned in the text.
- Pupils read the sentences and tick those that are mentioned in the PB text.

**Key:** 2, 5, 6, 7

- What will happen if we lose our rainforests? Write sentences using the ideas.
- Pupils use the prompts to write about rainforest problems.

**Key:** (possible answers): There won't be enough clean air and then lots of animals will die. There will be less rain and then there won't be enough food for everyone.

- Read and write the words from the box.
  There are three extra words.
- Refer pupils to PB Activity 2 to help them complete the text about rainforests using the words in the box.

Key: 2 expensive, 3 quality, 4 farming, 5 meat

## **Activity Book, page 77**

- Which one is different in each group? Read, think and circle.
- Pupils look at the words and decide which one is the odd-one-out.

**Key: 2** fencing, **3** went, **4** forest, **5** clothes, **6** wat<u>ch</u>

- 2 Look and write sentences.
- Pupils look at the pictures and write sentences.

**Key:** (possible answers): **2** An astronaut is a person who goes into space. **3** A camera is a thing which you take photos with. **4** A café is a place where you can go for a drink. **5** A spoon is a thing which you use to eat with. **6** A photographer is a person who takes photos.

- Colour the bricks to make sentences.
- Pupils colour the bricks to make sentences.

**Key:** 2 A town is a place where there are lots of buildings.
3 A mechanic is a person who can fix your car. 4 A teacher is a person who teaches in a school. 5 A helmet is a thing which you can wear on your head. 6 A fork is a thing which you can use for eating.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Pupils work in groups of four.
- They think of a rainforest slogan that sums up what they have learnt today about rainforests.
- Groups design a logo using the slogan and create their logo on a computer or by drawing and colouring it on poster paper.

#### Extension

- In groups of four, pupils make a poster saying why we should save our rainforests.
- Pupils can use ideas from AB page 76 Activity 1.
- They could use their slogan to head their poster.
- Display the posters around the class.

### My review (unit 8) [AB p87]

- Listen and tick (🗸) the correct picture. Then complete the sentences.
- Pupils look at the pictures, listen and tick the correct one. They then complete the sentences.

#### CD4 Track 26

Can I show you my photos of our holiday at the campsite? OK, fantastic.

The first one is of my dad putting up the tent. He didn't do it very well. It fell down during the night!

The second one is of my brother diving into the lake. He's not very good at diving.

Now, this third one is of my grandpa sailing his new toy, a boat. He's standing too close to the water. Careful not to fall in, Grandpa! This is photo number 4 and it's of my mum drying some clothes by the fire. Yes, luckily I've got more pairs of shorts.

Now, this fifth photo is of my sister collecting wood in the forest. Yes, she's in the forest, but no, she didn't collect much wood. She was sleeping all afternoon!

And lastly, in photo number 6, my grandma is swinging on a creeper. Yes, the emergency services got there in time.

Do I want to go camping on holiday again? No, no thank you. Never!

### **Key: 2** a, **3** b, **4** b, **5** a, **6** b

- 2 diving into the lake. 3 sailing his new toy boat. 4 drying some clothes by the fire. 5 collecting much wood. 6 swinging on a creeper.
- Read and write who, where or which.
- Pupils complete the sentences with who, where or which.

Key: 2 who, 3 where, 4 which, 5 who, 6 which

- Read and colour the faces.
- See notes on page 41 of Unit 1 for Activity 3.

Now talk to a friend about what you *liked* and *didn't like* in Unit 8.

• Pupils talk in pairs about what they liked and didn't like.

**More Information** 

## Review and culture

**Review** 





#### **Objectives**

to practise reading for specific information

to practise speaking skills

### Language

New language: Jamaica, cricket, coach, sprint, compete, internationally, scooter, amputate, Paralympic, medal, amputee, archery, fencing, water sports, windsurfing, water-skiing, diving

**Recycled language:** sports, camping activities, gold, Olympic, silver, competition, nature, beautiful, forest, fall down, break my arm, hospital, doctor

Receptive language: Of course, honey.

### **Materials**

CD, poster paper, coloured pens, Internet and/or reference books, Poster 3 (optional)

### **Digital Minds**

- Review interactive activities
- Interactive Poster

### Basic competences

**Competence in linguistic communication:**Pupils read about sports camps.

**Social and civic competence:** Pupils read a dialogue in pairs.

### Home-school link

- Augmented Reality: videoke games and activities from the previous three units
- Online interactive activities: videoke games and activities from the previous three units

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**More Information** 

Review

### Pupil's Book, page 78 🕻

### Warm-up

- Write Sport on the board.
- Put pupils into groups of four or five. Tell them that you are going to give them one minute to write as many sports on a piece of paper as they can think of. The team with the most will win.
- Say Go! and time them, letting them know when they have 20 seconds left.
- Pupils count up their sports to identify the winning team.
- Elicit them to the board.

## Read and listen. Say the name of the sport in each photo.

- Tell pupils to cover the text. Look at the pictures with the class. Ask the pupils if they know who the sportspeople are. Ask what sport they think each person does.
- Play the recording. Pupils listen and read.
- Check the names of each sport.

Key: 1 sprint, 2 swimming, 3 javelin, 4 long jump

### Now read and say the correct answers.

- Do number 1 as an example. Read the question and elicit the answer, directing pupils to the texts.
- Pupils read again and discuss the answers in pairs.
- Do class feedback by eliciting full sentences.

Key: 1 Mildred Zaharias, 2 Jesse Owens won four gold medals in 1935 and Usain Bolt became the fastest man in the world in 2009. 3 She started swimming in international competitions when she was 14. 4 She was born in South Africa. 5 She played six different sports: javelin, hurdles, high jump, baseball, basketball and golf. 6 He played cricket.

### Pupil's Book, page 79



## Read the leaflets about the sports camps. Which would you like to go to?

- Read the headings of each of the sports camps. Elicit what each one may involve. Write pupils' ideas on the board.
- Give pupils one minute to skim through the texts. Ask if any of their ideas from the board were correct.
- Ask pupils which camp they like the sound of.

### Read and say true, false or don't know.

- Give pupils time to read the texts again and discuss the answers in pairs.
- Do class feedback, asking pupils to identify where in the texts they found the answers. When a sentence is false, ask pupils to correct it.

Key: 1 true, 2 false, 3 true, 4 true, 5 false, 6 don't know

### 5 Read and listen. What happened to Mandy?

- Play the recording. Pupils listen and read.
- Give pupils time to discuss the answer in pairs before doing class feedback.
- Check what Mum means by honey (it's a term of affection).

Key: Mandy broke her arm when she was running.

### 6 Practise the dialogue with a friend.

- Pupils practise in pairs, swapping roles.
- Monitor and check pronunciation.
- Ask for a volunteer pair to read the dialogue to the class.

### **OPTIONAL ACTIVITIES**

### Reinforcement

- Discuss with the class which sports camp they would like to visit. Ask them if they have been to a sports camp and what it was like.
- Ask what sports they like generally and if they go to sports clubs out of school. Have they won any medals or certificates?
- You could ask pupils to bring in their medals or certificates to show the class and talk about how and why they got them.
- Use Poster 3 to review grammar from the previous three units.
- Pupils work in pairs, taking it in turns to say the example sentences.

#### **Extension**

- Pupils work in pairs and make their own adverts for a sports camp.
- They design a poster and write details of what you can do at the camp.
- Pupils use the Internet to find out about a sportsperson they know.
- They use the fact files in PB page 78 Activity 1 as a model to write their own fact files. Pupils find a photo and include it with their fact file.

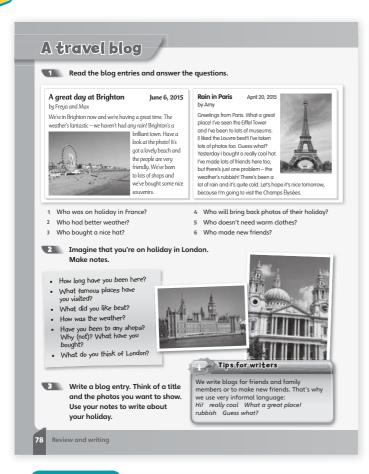
Review and culture

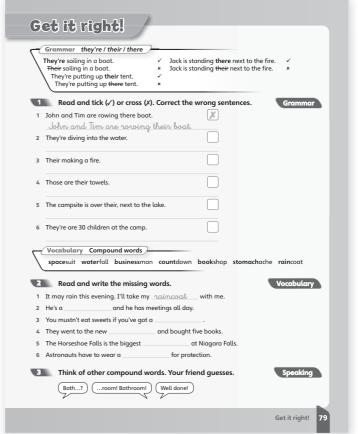


**More Information** 

## Review and culture

Review





### **Objectives**

- to practise the core grammar through reading for specific information
- to consolidate useful language
- to practise writing

### Language

New language: greetings, rubbish (adj)

**Recycled language:** language from the unit, present perfect, simple past, present continuous, souvenir

#### **Materials**

Teacher's Resource Book term 3 test (optional)

### **Digital Minds**

- Review interactive activities
- Interactive Poster

### Basic competences

### Competence in linguistic communication:

Pupils use known language to answer information on texts and complete sentences.

**Learning to learn:** Pupils reflect on what they've learnt so far and are capable of doing.

**Sense of initiative and entrepreneurship:** Pupils write their own blog entries.

**Social and civic competence:** Pupils work together to make and guess words.

### Home-school link

- Augmented Reality: videoke games and activities from the previous three units
- Online interactive activities: videoke games and activities from the previous three units

### Review and writing; Get it right!

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**More Information** 

**Review** 

### **Activity Book, page 78**

### Warm-up

- Ask pupils if they have ever read a blog. What was it about?
- Elicit what a blog is (a regular record of someone's thought or experiences) and where you would read one (on the Internet).
- Ask what someone is who blogs (a blogger).
- Elicit what a blog would be if it was written on paper (a diary).

## Read the blog entries and answer the questions.

- Pupils read the blogs and answer the questions individually.
- Check answers as a class.

**Key: 1** Amy, **2** Freya and Max, **3** Amy, **4** Amy, **5** Freya and Max, **6** Amy

## Imagine that you're on holiday in London. Make notes.

- Read through the questions with the class.
- Give pupils five minutes to think about the questions and make notes.
- Write a blog entry. Think of a title and the photos you want to show. Use your notes to write about your holiday.
- Read the Tips for writers.
- Pupils work individually to write their blogs, using their notes from Activity 2.

### **Activity Book, page 79**

**Note:** Focus pupils on the Grammar box. Ask pupils to read the first two sentences. Write the incorrect sentences on the board. Elicit why the sentences are incorrect. Ask a pupil to say the correct sentences.

## Read and tick (</) or cross (</li> X). Correct the wrong sentences.

 Pupils look at the Grammar box and mark the sentences, correcting the wrong ones.

**Key:** 2 ✓, 3 X They're making a fire. 4 ✓, 5 X The campsite is over there, next to the lake. 6 X There are 30 children at the camp.

Note: Focus pupils on the Vocabulary box. Explain that some words can be combined to make a new word. Check the meaning of the words.

### Read and write the missing words.

 Pupils look at the Vocabulary box again and complete the sentences.

**Key:** 2 businessman, 3 stomachache, 4 bookshop, 5 waterfall, 6 spacesuit

## Think of other compound words. Your friend guesses.

 Pupils work in pairs to make compound words, e.g. swimming pool, sun hat, sun cream, ice cream, windsurfing, fireman.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- In groups of four, pupils read out the blogs that they wrote for AB page 78 Activity 3.
- Do class feedback, asking pupils what they did, who with and where.

### **Extension**

- Do a spelling test, choosing ten words from the previous three units.
- Dictate the words and give pupils time to write them in their notebooks.
- Pupils check and if necessary correct their spelling in pairs.
- Elicit the correct spellings and write them on the board so the class can check.

Review and writing; Get it right!