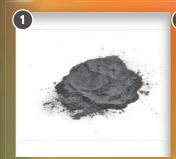


Listen and repeat.









gunpowder

fuse

explode

metal salt

- Watch the video.
- Read and listen.

Fireworks have gunpowder inside them and they also have a fuse. When someone lights the fuse of a firework, gas from the gunpowder pushes the firework up into the air. When the firework is in the air, the gunpowder explodes and usually makes a loud sound.

Fireworks have metal salts inside them too.
The metal salts explode with the gunpowder.
Different types of metal salts make different
colours when they burn. Lithium makes a red
light, copper makes a green light and sodium
makes a yellow light. Some fireworks have
many different metal salts, so they make lots of
different colours when the gunpowder explodes.

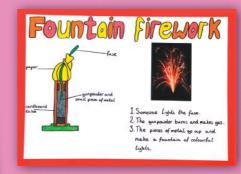
- Answer the questions.
  - 1 What's inside fireworks?
  - 2 What happens when someone lights the fuse of a firework?
  - 3 What makes the beautiful colours in fireworks?
  - 4 Why do some fireworks make many different colours?
- When was the last time you saw fireworks? What were they like?

EUESS ]

The first fireworks
were orange
and white. Blue
fireworks are the
most difficult
to make.

# **Project**

Find out about your favourite type of firework. Draw a diagram and explain how it works.



Lesson aims Pupils learn about fireworks.

**New language** work (= function) (How do fireworks work?) gunpowder, fuse, explode, metal salt, light (a fuse), burn, lithium, copper, sodium

**Recycled language** celebrations, colours, inside, someone, gas, push, up, air, make a sound, loud, different kinds, lots of

Materials CD3 | DVD | Four board pens

#### Warmer

• Play Whisper down the line (see page xvii) with the key words from the unit or phrases from the previous lesson.

#### Pupil's Book page 98

#### How do fireworks work?

- Point to the photo and ask What can you see?
   (Fireworks.) What colours are they? Do you like fireworks?
   Are you afraid of them? Which is your favourite type of firework? Why do we have to take care with fireworks?
- Ask How do fireworks work? What do they have inside?
   What makes the sound? What makes the different colours? Accept any ideas, then say Let's find out.

#### Pupil's Book page 99

#### 1 Listen and repeat.

Use the pictures to present the new words and phrases.
 Play the recording, pausing for pupils to repeat.

CD3:28 : see Pupil's Book page 99

#### 2 Watch the video.

- Play the video.
- If you don't have the video, copy the following text on the board. Pupils work in pairs to guess the missing words and dates:

The first fireworks were used in New \_\_\_\_\_\_ celebrations. Fireworks started to arrive in Europe in \_\_\_\_\_ and now they are used all over the world. Countries which have events with firework displays include: \_\_\_\_\_ (Bastille Day, July 14th), the \_\_\_\_\_ (Independence Day, July 4th) and the \_\_\_\_\_ (Bonfire Night, November 5th).

**Key:** Year, the 1300s, France, USA, UK.

Video 08 : see page TB127

#### 3 Read and listen.

 Play the recording while pupils read the text. Explain any new words and phrases, e.g. light (a fuse).

CD3:29: see Pupil's Book page 99

#### 4 Answer the questions.

 Pupils read and answer the questions about the text in activity 3. Key: 1 Gunpowder and a fuse. 2 Gas from the gunpowder pushes the firework up into the air. 3 Metal salts.4 Because they have different metal salts inside.

# 5 When was the last time you saw fireworks? What were they like?

- Pupils work in pairs to ask and answer the questions.
   Choose volunteers to tell the class about their partner,
   e.g. Araceli saw fireworks at the Veracruz carnival. They were very loud. There was a light show, too. She liked the light show best.
- Ask pupils to guess what colours the first fireworks were and which colour fireworks are the most difficult to make. They read the Guess What! for the page and check the answers.

#### **Activity Book page 80**

#### 1 Look and write the words from the box.

• Pupils label the pictures with words from the box.

Key: 2 fuse 3 gunpowder 4 sodium 5 lithium 6 copper

# 2 Read and complete the sentences. Use the words in the box.

• Pupils complete the sentences with words from the box.

**Key:** 2 gunpowder 3 Gas 4 air 5 explodes 6 sound 7 metal salts

#### 3 Plan a celebration.

 Pupils plan and then write about a celebration, answering the questions.

#### **Ending the lesson**

 Books closed. Write key words from the lesson on the board: gunpowder, fuse, explode, push, air, sound, metal salts, colours. Pupils work in pairs. They take turns to explain to each other how fireworks work, using the words on the board.

Extra activities: see page TB121 (if time)

**Lesson aims** Pupils draw a diagram of a firework and explain how it works. They also complete the evaluation in the Activity Book.

**Recycled language** celebrations | Pupils revise all unit vocabulary and grammar in the evaluation.

Materials Reference books or internet access

#### Warmer

• Draw a simple diagram of a firework on the board, similar to the one on Activity Book page 80. Ask pupils to help you label the different parts (fuse, gunpowder, metal salts). Then ask volunteers to explain how a firework works. Write key verbs on the board if necessary: light, burn, explode, push, make (sound). Delete the picture from the board.

#### Pupil's Book page 99

#### 6 Find out about your favourite type of firework. Draw a diagram and explain how it works.

- Use the example project in the Pupil's Book to explain what pupils have to do. Point out that they can either copy drawings or find photos online, as in the example project.
- Pupils work with books or class computers to find out about a firework, noting down similar information to the example project. They can also add other information they want to include.
- If pupils have access to class computers, they can produce a description of the firework and draw their diagram with a computer drawing program, labelling the different parts with text boxes.
- If pupils aren't using computers, they draw and label a picture of a firework on paper and explain how it works.
- Pupils present their information to the class or to a smaller group. This can be done using their digital file on the interactive whiteboard or by presenting and describing their written work.
- The completed projects can then be displayed in the classroom or kept in digital folders.

#### **Activity Book page 81 – Evaluation**

#### 1 Read and complete.

• Pupils look at the pictures and complete the texts with who, which or where.

**Key:** 2 who 3 which 4 where 5 which 6 which 7 who 8 who 9 where 10 where 11 where

#### 2 Look at activity 1. Answer the questions.

• Pupils look at activity 1 and answer the questions.

**Key: 2** Yes, he is. **3** No, it's the float which looks like a dragon. **4** No, the man who plays the drums is his dad.

#### 3 Complete the sentences about this unit.

- Pupils read the list of learning points that have been covered in Unit 8. They tick the box next to each thing they can now do and put a cross in the box next to anything they are still unsure about. Make a note of any areas pupils have found difficult for further revision work.
- Pupils then choose the part of the unit they found the most interesting and write it down. They can then compare this choice with those made by other pupils.

#### **Ending the lesson**

• Pupils repeat their favourite activity from the unit.

Extra activities: see page TB121 (if time)

# **Unit 5** (page 62)



# Listen and repeat the chant.

Could you send emails when you were young?

No, I couldn't. No, I couldn't. I couldn't send emails when I was young. We didn't have a computer. Could you read books when you were young?

Yes, I could. Yes, I could. I could read books when I was young. I had a lot of books!

## **Unit 6** (page 72)



## Listen and repeat the chant.

What should we do to help our school, For Environment Day, for Environment Day? We should save energy and reduce waste, For Environment Day, for Environment Day! What should we do to reduce waste,
For Environment Day, for Environment Day?
We should recycle and use less paper,
For Environment Day, for Environment Day!

## **Unit 7** (page 84)



## Listen and repeat the chant.

Where are you going to go this weekend?
I'm going to stay at space camp.
What are you going to do there?
I'm going to eat space food.
Are you going to eat fish and chips?
No, I'm not.
I'm going to eat space food.

What are you going to do after school? I'm going to visit my friends.
What are you going to do with them?
We're going to the cinema.
Are you going to watch a film?
Yes, we are.
We're going to go to the cinema.

# **Unit 8** (page 93)



# Listen and repeat the chant.

This is the party which we had in our town. This is my brother who dressed up as a clown.

These are the fireworks which made pretty lights.

This is the hall where we danced all night.

These are the friends who I met yesterday. This is the funfair where we stayed all day. This is the ride which flew up in the air. And this is the prize which I won at the fair.

# **Unit 8 word cards**

clown	costume
dancer	dragon
fireworks	float
funfair	mask
musician	pirate

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