



# 1 The treasure


1  010  Listen and say the words. Check with your partner.

There were lots of pirates in the Caribbean Sea from around 1500 until the 1700s. The pirates robbed lots of ships, but they didn't always steal gold coins and jewels. Very often they stole food, water, weapons and clothing. They even stole things like soap, ropes and anchors. Sometimes they used to keep the ship which they captured and then sell it. On other occasions, they kept the ship because it was better than theirs.

- 1 palm tree
- 2 hook
- 3 eye-patch
- 4 binoculars
- 5 key
- 6 hammock
- 7 coins
- 8 spade
- 9 treasure chest
- 10 hole
- 11 stone



**BIG QUESTION** What kinds of treasure are there?

2  011 Read, listen and complete the sentences.

- 1 The treasure chest is full of \_\_\_\_\_.
- 2 The pirates are \_\_\_\_\_ the treasure.
- 3 The captain has got a \_\_\_\_\_ and a \_\_\_\_\_.
- 4 The children plan to \_\_\_\_\_ the treasure.

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

Look! Can you guess the word?

I'm not sure. Is it ... ?

10 Pirates

**Learning outcomes:**

- to learn and use vocabulary for pirates
- to practise reading, listening and speaking



to start to think about the Big Question *What kinds of treasure are there?*

**New language:** *palm tree, hook, eye-patch, binoculars, key, hammock, coins, spade, treasure chest, hole, stone, pirate, rob, steal, weapon, anchor, bury*

**Cognitive control functions:**  
Working memory

**Digital flashcards:** 11–21 (pirates)

**Presentation**

**Aim:** to present vocabulary for pirates

- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow.

**1** **010** **SB p10** **Listen and say the words. Check with your partner.**

**Aim:** to practise new vocabulary

- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

**For script see SB p10.**

- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

**What kinds of treasure are there?**

**Aim:** to encourage students to think about what is valuable

- Read the Big Question. Ask students to think about what makes something a treasure, e.g. *It's important to us. It's special. It's valuable.* Elicit or explain the meaning of *valuable*.
- In pairs, students think about things that are valuable and important to them. Tell them about yourself first to help them get started.
- Elicit and discuss ideas as a class.

**Note:** Some of the discussion may need to be in L1.

**2** **011** **SB p10** **Read, listen and complete the sentences.**

**Aim:** to practise listening

- Read the sentences aloud with the class.
- Students try to predict the missing words.
- Play the recording. Students listen to find the answers.

**For script see TB p119.**

- They check in pairs.
- Play the recording again. Check with the class.

**Key:** 1 gold coins, 2 going to bury, 3 hook, sword, 4 dig up

**3** **SB p10** **Choose a word. Mime it for your partner to guess.**

**Aim:** to practise the new vocabulary

- Demonstrate the game with the class. Mime one of the vocabulary items, e.g. *binoculars*. Students guess the word.
- In pairs, students mime and guess.

**1** **WB p10** **Look at the pictures. Complete the words.**

**Aim:** to practise writing the new vocabulary

**Key:** 2 eye-patch, 3 binoculars, 4 palm tree, 5 hammock, 6 hole, 7 coins, 8 hook, 9 key, 10 spade

**2** **WB p10** **Do the crossword.**

**Aim:** to give further practice with the new vocabulary

**Key: Across:** 7 hole, 9 palm tree, 10 hook, 11 spade

**Down:** 1 binoculars, 2 coins, 3 stone, 4 hammock, 6 key, 8 eye-patch

**3** **WB p10** **Complete the sentences with the words from the box and the past tense of the verbs in brackets.**

**Aim:** to check comprehension

**Key:** 2 wore, eye-patch, 3 passed, spade, 4 buried, treasure chest, 5 found, coin, 6 put, hammock

**Ending the lesson**

**Aim:** to review vocabulary from the lesson

- Play the mime game again from SB Activity 3 to review the new vocabulary.
- Elicit the spelling of each word.

**Extension activity**

**Aim:** to consolidate vocabulary from the lesson

- Students write the eleven new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *You can dig holes with a spade.*

## 1

**Learning outcomes:**

- to practise the present perfect with *for* and *since*
- to practise writing about personal experiences

**Recycled language:** pirates, present perfect

**Warm-up**

**Aim:** to review pirate vocabulary

- Write the eleven new items in jumbled letter order on the board.
- Ask pairs of students to come to the board, to write each of the items correctly and to draw pictures of them.

### 1 **SB p11** Read the magazine article and match the names with the jobs.

**Aim:** to establish the context for using the present perfect with *for* and *since*

- Students describe the photo in their Student's Book.
- Students read the text and match the names with the jobs, working individually.
- Students compare ideas in pairs, re-reading parts of the text as necessary.
- Write *Bruce has been in the Caribbean for two months* and *Bruce has been in the Caribbean since* (name of month). Check that students understand that the two sentences give the same information.
- Check answers with the class.

**Key:** 1 b, 2 c, 3 a

### 2 **SB p11** Complete the sentences with words from the article.

**Aim:** to present the present perfect with *for* and *since*

- Students find the information about both sentences in the text.
- They compare ideas in pairs.
- Students use the information to complete the sentences.
- Check answers with the class. Ask *When did Bruce meet Jack?* (ten years ago). *When did Bruce start liking pirates?* (when he was ten years old). Explain that *since* refers to a point in time, and *for* refers to a period of time from that point.

**Key:** 1 loved pirates, 2 known Jack

### 3 **012** **SB p11** Watch, listen and say.

**Aim:** to focus on grammatical form

- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p11.

- Students turn to the Language focus section on p119 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

### 4 **SB p11** Play the *for* and *since* game.

**Aim:** to consolidate grammatical form

- Call out words or phrases, e.g. *2013, March, Sunday, three weeks, five months*.
- The students hold up the correct word *FOR* or *SINCE* written on paper in big letters.

### 1 **WB p11** Read and complete with *for* or *since*.

**Aim:** to practise the present perfect with *for* and *since*

**Key:** 1 since, 2 for

### 2 **WB p11** Complete the chart with the phrases from the box.

**Aim:** to give students further practice with the new language

**Key:** *for:* five years, three hours, ten minutes, eight months, an hour, a long time, three weeks, twenty seconds

*since:* April, Wednesday, 2015, the fourteenth century, last week, yesterday, my birthday

### 3 **WB p11** Complete the sentences with *for* or *since*.

**Aim:** to give students further writing practice with the new language

**Key:** 2 since, 3 for, 4 since, 5 since, 6 for

### 4 **WB p11** Write five sentences that are true for you. Use the verbs from the box.

**Aim:** to enable students to personalise the language

**Ending the lesson**

**Aim:** to practise key language from the lesson

- Students make some sentences from WB Activity 3 true and some false.
- Elicit the statements. The other students guess which are true and which false.

**Extension activity**

**Aim:** to consolidate the present perfect

- Students work in groups of eight.
- Students read out their sentences from WB Activity 4. If another student has written the same, he/she calls out *Snap!*
- The group add up their different sentences.

1 Read the magazine article and match the names with the jobs.

His new project is a film about the famous French pirate Jean Fleury, who robbed a Spanish ship around 1523. 'I've loved pirates since I was ten,' explains Bruce. Jack Collins is playing the part of Jean Fleury. 'I've known Jack for almost ten years,' Bruce tells us. 'He's a great friend and he's perfect for the part.'



Film director Bruce Stevens has been in the Caribbean for more than six months now.

- |                 |                   |
|-----------------|-------------------|
| 1 Bruce Stevens | a a pirate        |
| 2 Jack Collins  | b a film director |
| 3 Jean Fleury   | c an actor        |

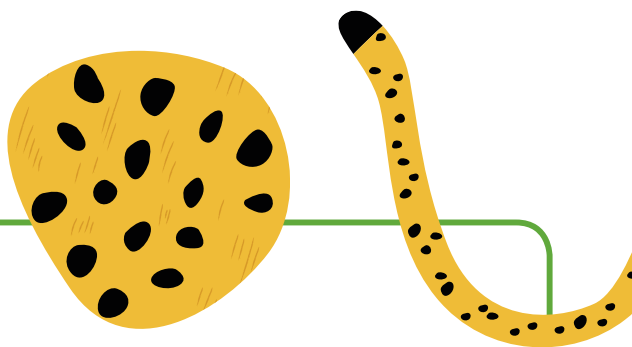
2 Complete the sentences with words from the article.

- Bruce has \_\_\_\_\_ since he was ten.
- Bruce has \_\_\_\_\_ for almost ten years.

3 012 Watch, listen and say.

Language focus

I've had these lovely spots **since** I was a cub.  
I've had my big, long tail **for** eleven years.



4 Play the *for* and *since* game.



1 013 Listen and answer the questions. Then sing the song.

- 1 What bird has the pirate got?
- 2 Has the pirate got an eye-patch, a wooden leg or a hook?
- 3 What languages does the pirate speak?

I've known my parrot Polly  
Since she was an egg.  
I've walked around for years and years  
On a wooden leg.  
Pirates, pirates, pirates,  
Get on board the ship!  
It's a pirate, pirate, pirate  
Caribbean trip.  
I've learnt to say 'We're pirates!'  
In Spanish, French and Portuguese.  
I've robbed lots and lots of ships  
On the seven seas.

Pirates, pirates, pirates ...  
I've looked for gold and silver  
For years and years and years.  
I've found a lot of treasure  
On islands far and near.

Pirates, pirates, pirates ...



### All about music: REGGAE

In the late 1960s, a new sound started coming from the Caribbean island of Jamaica. It was called reggae and had a very different rhythm from other music of the times. Singers such as Bob Marley and Peter Tosh brought the music to an international audience and these days reggae is popular all over the world.



#### What I think about this song

- It's great.  
  It's OK.  
  I don't really like it.

## Phonics

2 015 Listen and say the dialogue.



**Woody** We love finding treasure ...  
**Polly** And being in nature!  
**Woody** Gold gives us such pleasure ...  
**Polly** And life's an adventure!




12 Singing for pleasure; phonics focus: *-sure* and *-ture*

**Learning outcomes:**

- to join in with a song
- to identify the pronunciation of *-ure* endings, e.g. *treasure*, *future*

**New language:** *wooden leg*


**Recycled language:** past simple, present perfect

 **Cognitive control functions (WB):** Working memory

**Warm-up**

**Aim:** to review pirate vocabulary

- Mime one of the pirate vocabulary items.
- The student who guesses correctly comes to the front to mime one of the others. Continue.

**1**  **013** **SB p12** Listen and answer the questions. Then sing the song.

**Aim:** to practise listening for specific details and sing a song

- Read out the questions. Check understanding of vocabulary.
- Students cover the lyrics of the song.
- Play the song. Students listen for the information and compare answers in pairs.

**For song lyrics see SB p12.**

- Play the song again. Check with the class.
- Students uncover the lyrics of the song.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the audio or video (014) to practise the song with the whole class and then in groups.
- Read the 'All about music' box. Check vocabulary.

- Do the 'What I think about this song' survey. Count hands up for each option (*It's great.* / *It's OK.* / *I don't really like it.*)
- Review the results, e.g. *So, most of you think reggae is great* or *Most of you don't really like reggae.*

**Key:** 1 A parrot called Polly. 2 A wooden leg. 3 Spanish, French and Portuguese.


**2**  **015** **SB p12** Listen and say the dialogue.

**Aim:** to identify the pronunciation of *-ure* endings

- Ask students how many syllables there are in *treasure* and *future* (two). The last syllable is unstressed.
- Play the recording. Students listen, read and repeat.

**For script see SB p12.**

- Divide the class so that one half is Woody and the other Polly. The class say the dialogue twice, exchanging roles. Students practise in pairs.

**1**  **WB p12** Remember the song. Complete the verbs and match.


**Aim:** to activate memory skills

**Key:** 2 walked f, 3 learnt c, 4 robbed d, 5 looked a, 6 found b

**2** **WB p12** Correct the sentences.

**Aim:** to review the content of the song

**Key:** 2 The pirates are in the Caribbean. 3 The pirate speaks Spanish, French and Portuguese. 4 He's looked for gold and silver. 5 He's found a lot of treasure on islands.

**3**  **004** **WB p12** Listen and say the words.

**Aim:** to practise the pronunciation of *-sure* and *-ture*

- Students put their fingers on their throat and say the /ʒ/ and /tʃ/ sounds. They will only feel a vibration when they say the voiced /ʒ/. Explain that this is spelled with an s.

**For script see WB page 12.**

**4** **WB p12** Complete the sentences with the words from the box. Match them with pictures a–f.

**Aim:** to revise vocabulary using the target sounds

**Key:** 2 a future, 3 f treasure, 4 e picture, 5 b adventure, 6 c measure

**5**  **005** **WB p12** Listen, check and say the sentences.

**Aim:** to practise the pronunciation of *-sure* and *-ture*

**For script see WB p12 and Key above.**

**Ending the lesson**

**Aim:** to extend knowledge of the /ʒ/ sound

- Remind students that the /ʒ/ sound is in *treasure*, *pleasure* and *usual*.
- Students write about things they usually do.
- They read out their sentences to the class.

**Extension activity**

**Aim:** to activate students' imagination

- In groups, students write a new verse for the song.
- They practise their new song in their groups.
- Students then either perform their songs for the class or write the song and illustrate it.

## 1

**Learning outcomes:**

- to ask and answer questions beginning *How long have you ... ?*
- to practise reading skills

**New language:** *well-known, metal detector, present perfect*

**Creative thinking (WB):** Makes adaptations to a song or poem reflecting personal interests, emotions or identity

**Materials:** A selection of items that belong to you, of varying ages

**Warm-up**

**Aim:** to review vocabulary

- Write *Hobbies* on the board.
- Brainstorm hobbies that students have.
- Add other ideas of your own. Create a mind map.

### 1 **SB p13** Read the magazine interview and correct the sentences.

**Aim:** to establish the context for using *How long have you ... ?*

- Elicit what students can see in the picture. Check understanding of *metal detector*.
- Read the three sentences below the dialogue aloud with the class.
- Students read the dialogue and correct the sentences.
- They compare answers in pairs. Check with the class.

**Key:** 1 The machine in the photo is six months old. 2 Carlos has two children. 3 His son and his daughter bought the metal detector.

### 2 **SB p13** Put the words in the correct order.

**Aim:** to present *How long have you ... ?*

- Students cover Activity 1.
- They order the words in Activity 2, working individually.

- Students compare answers in pairs.
- Check answers with the class.
- Students find examples of questions with *How long have you ... ?* in the text. Elicit two possible ways of answering these questions (*for* + period of time; *since* + point in time).

**Key:** 1 How long have you lived in Russia? 2 How long has she known Brian? 3 How long have you had your laptop?

### 3 **016 SB p13** Watch, listen and say.

**Aim:** to focus students on grammatical form

- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

**For script see SB p13.**

- Students turn to the Language focus section on p119 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.
- Students cover the examples. Ask both questions, and elicit the appropriate answer.
- Hold up some of your personal objects one by one. Elicit a question with *How long have you ... ?* from students, and answer them.

### 4 **SB p13** Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.

**Aim:** to practise *How long have you ... ?*

- Students write their lists individually.

- Demonstrate the activity for the class, using open pairs.
- Students work in pairs, taking turns to ask and answer.
- Check with the class, eliciting questions and answers.

### 1 **WB p13** Complete the present perfect questions.

**Aim:** to review the new language

**Key:** 1 have you had, 2 have you been

### 2 **WB p13** Look at the photos. Write questions and answers.

**Aim:** to practise *How long have you ... ?* and responses

**Key:** 2 How long have the Westalls had their dog? They have had it for six months. 3 How long has Charlie had his phone? He's had it for two weeks. 4 How long have the Andersons lived in this house? They have lived there since 2010.

### 3 **WB p13** Read the poem. Then write your own.

**Aim:** to practise reading and writing

**Ending the lesson**

**Aim:** to review vocabulary from the lesson

- Students perform the dialogue from SB Activity 1.

**Extension activity**

**Aim:** to encourage cooperation and peer appreciation

- In groups of four, students take turns to read their poems from WB Activity 3.
- They give each other feedback and discuss which they think is the best and why.

1

1 Read the magazine interview and correct the sentences.

**Carlos Santana is well known on the beaches of Cancún. Most days you can find him there with his metal detector. We decided to find out more.**

- Q How long have you had this hobby?  
 A For about nine years.  
 Q Right. And how long have you lived in Cancún?  
 A Since 1990.  
 Q How long have you had this metal detector?  
 A Since my birthday, six months ago. My son and my daughter bought it for me.  
 Q Do you always go metal-detecting on your own?  
 A No, I usually go with my friend Pedro. I've known him since I was ten.



- 1 The machine in the photo is nine years old.
- 2 Carlos has one child.
- 3 Pedro bought the metal detector.

2 Put the words in the correct order.

- 1 Russia? / How / lived / have / long / you / in \_\_\_\_\_
- 2 known / she / long / has / Brian? / How \_\_\_\_\_
- 3 long / have / laptop? / How / had / your / you \_\_\_\_\_

3 016 Watch, listen and say.

Language focus

- Explorer** Look at my binoculars. They're my favourite thing.  
**Leo** **How long have you had** them?  
**Explorer** **Since** I was thirteen.  
**Leo** **How long have you been** here?  
**Explorer** **For** eleven weeks.



4 Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.

How long have you had your rucksack, Eva?

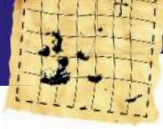
Since my birthday.




How long have you ...? 13



## THE PIRATES' TREASURE



- 1 Look at the pictures. What do you think the children do with the treasure that they found earlier?
- 2  017 Read and listen to the story to check your answer.



'Let's climb that hill,' suggested Alex. 'Maybe we can see if the pirates are still here.' Through their binoculars, they could see the pirate ship sailing away to the south. 'What's that other ship with the red sails and the black flag, behind the pirate ship? I wonder who they are,' said Phoebe. 'Well, we'll never know,' answered Patrick, 'but let's check in the other direction. Are there any more pirates coming?'

They looked to the north, but they could only see a bigger island with a town. 'OK, great,' said Alex. 'No pirates around.'

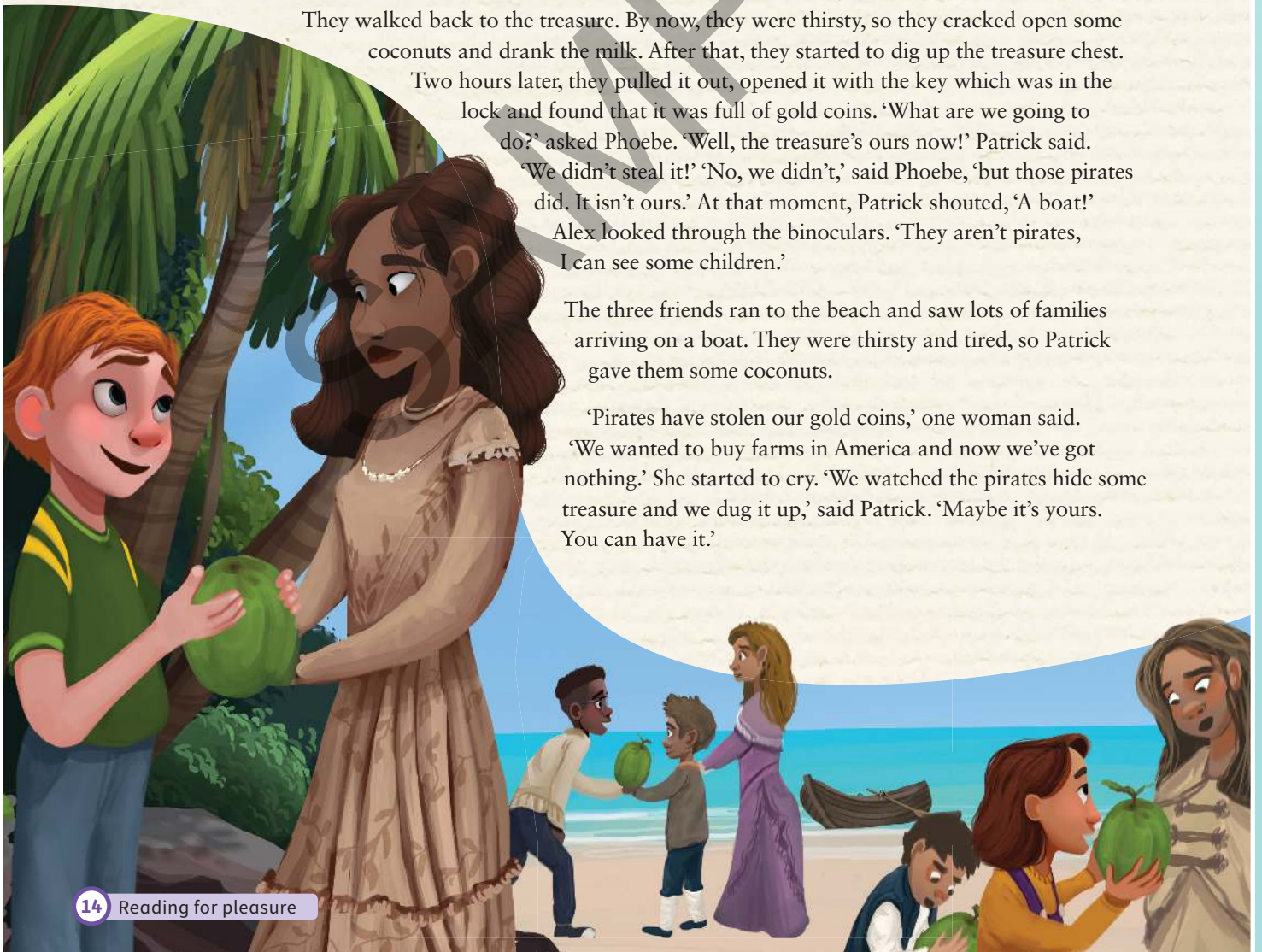
They walked back to the treasure. By now, they were thirsty, so they cracked open some coconuts and drank the milk. After that, they started to dig up the treasure chest.

Two hours later, they pulled it out, opened it with the key which was in the lock and found that it was full of gold coins. 'What are we going to do?' asked Phoebe. 'Well, the treasure's ours now!' Patrick said.

'We didn't steal it!' 'No, we didn't,' said Phoebe, 'but those pirates did. It isn't ours.' At that moment, Patrick shouted, 'A boat!' Alex looked through the binoculars. 'They aren't pirates, I can see some children.'

The three friends ran to the beach and saw lots of families arriving on a boat. They were thirsty and tired, so Patrick gave them some coconuts.

'Pirates have stolen our gold coins,' one woman said. 'We wanted to buy farms in America and now we've got nothing.' She started to cry. 'We watched the pirates hide some treasure and we dug it up,' said Patrick. 'Maybe it's yours. You can have it.'





**Learning outcomes:**

- to listen to, read and role play a story
- to develop reading skills

**New language:** *flag, coconut, lock, fetch, sneeze, glow, in a flash*

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

 **Critical thinking (WB):** Identifies inconsistencies in stories

 **Cognitive control functions (WB):** Working memory

**Warm-up**

**Aim:** to review the characters and the context of the story


- Write *Phoebe, Alex* and *Patrick* on the board.
- Elicit what students remember about them from this unit.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past).*

**The pirates' treasure** 

- 1** **SB pp14-15** Look at the pictures. What do you think the children do with the treasure that they found earlier?

**Aim:** to practise prediction skills

- Ask students to look at the pictures and elicit what they can see.
- Read the question with the class and check understanding.
- Students cover the text.
- Brainstorm their ideas and write them on the board in note form.

- 2**  **017** **SB pp14-15** Read and listen to the story to check your answer.

**Aim:** to present a story and develop reading skills


- Play the recording. Students listen and read to check their predictions.

**For script see SB pp14-15.**

- Use the phrases on the board to discuss how close their predictions were.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the pirates wanted to throw the children into the hole, but they jumped in, and the gate was there).
- Check understanding of the story. Use prompt questions if necessary, e.g. *What did the children have to drink? (Coconut milk.) What was in the treasure chest? (Gold coins.) Whose money was it? (It belonged to people on their way to settle in America.) What did the children do with the treasure? (They gave it back to the settlers.) How did the pirates know where they were hiding? (Alex sneezed.)*


**Stronger students:** Ask volunteers to take turns to retell the story in their own words, in as much detail as they can remember.

**Key:** They give it back to the people who the pirates stole it from.

- 1**  **WB p14** Remember the story. Number these objects in the order they appear in the story.


**Aim:** to check memory skills

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

- 2**  **WB p14** Read the summary. Find five more mistakes.

**Aim:** to check understanding of the story

**Key:** they look to the south north, After three two hours, five three pirates and their prisoner arrive, Patrick Alex sneezes, they threaten to throw the children into the sea hole

- 3**  **WB p14** Match the questions with the answers.

**Aim:** to review the story

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

**Ending the lesson**

**Aim:** to practise the story

- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

**Extension activity**

**Aim:** to stimulate students' creativity


- Put students into groups of four.
- Tell students to imagine what the pirates said to each other when the children disappeared.
- They write a short dialogue.
- Groups take turns to role play their dialogues for the class.


## 1


**Learning outcomes:**


- to practise reading for specific information
- to sequence events in a story

**Recycled language:** language from the story

 **Value:** being honest

 **Critical thinking:** Makes predictions and estimations from given information

 **Creative thinking (WB):** Uses own ideas for doing creative activities like retelling stories

 **Cognitive control functions:** Cognitive flexibility

**Warm-up**

**Aim:** to review the story

- Ask questions about the story, e.g. *What did they have to drink?* (Coconut milk.) *What did they have to eat?* (Bananas.) *Who did they give the treasure to?* (People going to America to farm: it was their money anyway. The pirates stole it from them.) *Where were the children when the gate appeared?* (At the hole.)

**3 SB p15 Match the sentence halves.**

**Aim:** to focus students on the detail of the story

- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what the task involves.
- They look at the story and match the sentence halves.
- They compare their answers in pairs.
- Check with the class.

**Extra support:** In pairs, students find and underline the information about each sentence beginning. They compare the information to the endings to make the matches.

**Stronger students:** Students cover the sentence endings a–h. Elicit the complete sentences for each beginning 1–8.

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

**4 SB p15 Read the story again. Think of answers to the questions.**

**Aim:** to encourage students to make hypotheses

- Read out the instructions for students and check they know what to do.
- In pairs, students discuss possible answers to the questions, referring back to the text as necessary.
- Elicit ideas and discuss possible answers with the class.

**4 WB p15 Write the events from the story in the correct order to show the times when they happened.**

**Aim:** to practise sequencing

**Key:** 9 a.m. – The children watch the pirates burying the treasure. 10 a.m. – The pirates finish and leave the island. 11 a.m. – The children start digging for the treasure. 1 p.m. – The children find the treasure. 1.30 p.m. – The children welcome the families to the island. 3.30 p.m. – The children say goodbye to the families. 8 p.m. – The children go to sleep. Midnight – The children hear shouting. 12.15 a.m. – The children jump into the hole.

**5 WB p15 Read and complete the time phrases. Use the information from Activity 4.**

**Aim:** to practise calculating time

**Key:** 2 for one hour and 25 minutes, since 10 a.m., 3 for 15 minutes, since 1 p.m., 4 for one hour and 35 minutes, since 1.30 p.m., 5 for 11 hours, since 8.45 a.m., 6 for three hours and 55 minutes, since 8 p.m.

**6 WB p15 Imagine the families don't come to the island. What should the children do with the treasure? Write b (best), o (OK) and w (worst) next to the three ideas. Think of two more good ideas.**

**Aim:** to focus on the value of being honest

**Ending the lesson**

**Aim:** to stimulate students' personal reactions to a story

- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

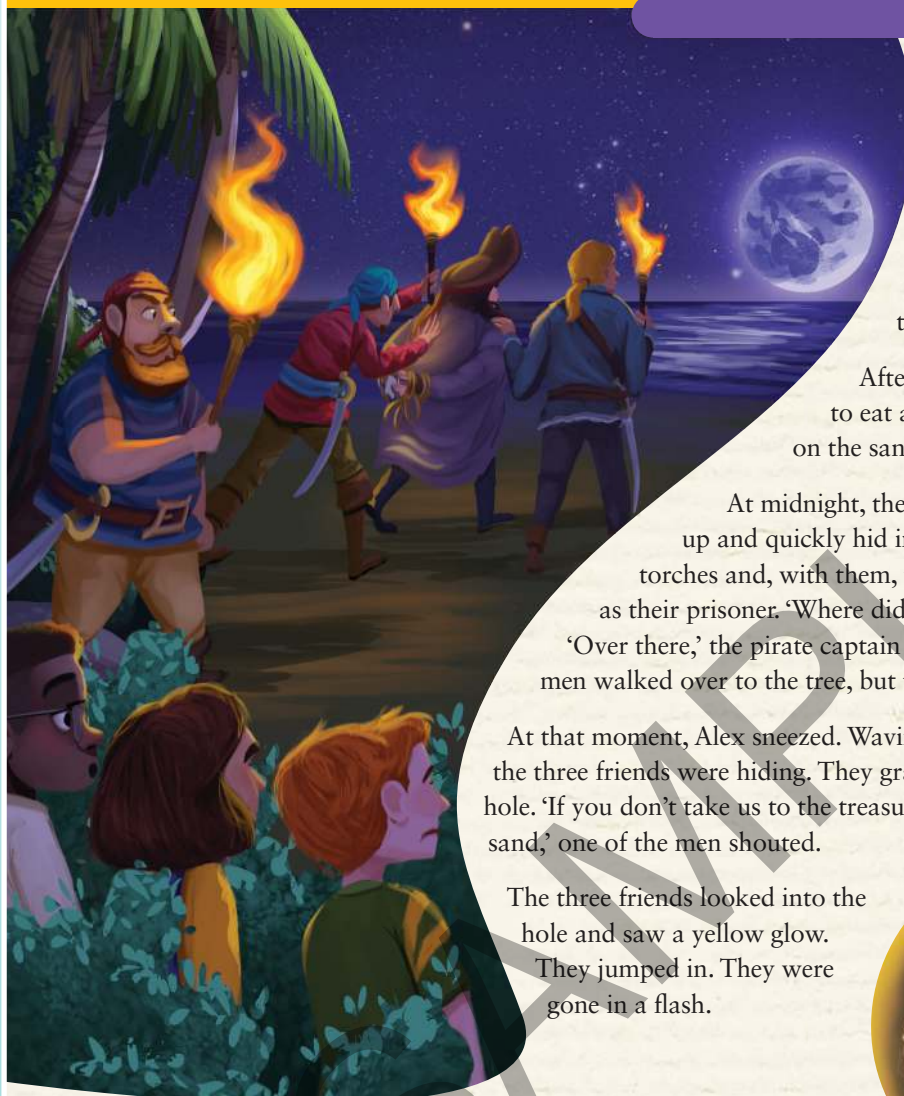
**Extension activity**

**Aim:** to discuss the value of being honest

- Focus on the part in the story when the children were honest (they gave the treasure back to the people).
- Elicit from students why this value is important and elicit examples from the students of when they have been honest or someone has been honest with property of theirs.

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

1



They fetched the treasure chest and the men loaded it onto the boat. 'There's a town on an island to the north. Go there,' Patrick suggested, 'and I'm sure you'll find a bigger ship to take you to America. But be quick – the pirates aren't far away.'

After the boat left, they found some bananas to eat and when it was dark, they lay down on the sand.

At midnight, they heard some people shouting, so they got up and quickly hid in some bushes. There were three men with torches and, with them, they had the pirate captain with the hook as their prisoner. 'Where did you bury it?' one of the men shouted. 'Over there,' the pirate captain answered, 'next to that tree.' The three men walked over to the tree, but they could only see a big hole.

At that moment, Alex sneezed. Waving their swords, the men ran over to where the three friends were hiding. They grabbed the children and took them to the hole. 'If you don't take us to the treasure, we'll throw you in and cover you with sand,' one of the men shouted.

The three friends looked into the hole and saw a yellow glow. They jumped in. They were gone in a flash.



### 3 Match the sentence halves.

- |  |  |
|--|--|
| 1 The three friends watch as pirates     | a up the treasure chest.                   |
| 2 From a hill the friends watch          | b treasure chest to the people.            |
| 3 The three friends dig                  | c make them stand at the edge of the hole. |
| 4 A boat with men, women                 | d are burying a treasure chest.            |
| 5 The three friends give the             | e who want the treasure chest.             |
| 6 At midnight, more pirates arrive       | f jump into the hole.                      |
| 7 The pirates grab the three friends and | g and children arrives.                    |
| 8 The three friends                      | h the pirates sail away.                   |

### 4 Read the story again. Think of answers to the questions.

- |   |                                      |
|---|--------------------------------------|
| 1 What was the ship with the red sails? | 2 Why is the captain now a prisoner? |
|---|--------------------------------------|

## Skills

- 1 Read the magazine article. Write *t* (true) or *f* (false).

## THE NEW QUEEN OF SWEDEN

8 year-old Saga Vanecek was playing near her holiday home in Tanno, Sweden. She was throwing stones across a lake. She went into the water to get a stone and felt something strange. It was long and thin. When she looked at it she thought it was a stick. But then she saw it had a handle. 'Daddy,' she said. 'I've found a sword.'

Her dad ran to look at it. He knew it was very old and they decided to give it to an archaeologist at a museum. The archaeologist looked at the sword and knew it was very special. She thought it was about 1,000 years old. But experts now believe it could be even older – perhaps from 1,500 years ago.

The sword is 85cm long. It is made of metal but has wood and leather around it. Even though it is very old, the sword is in good condition. It will stay in the museum near the lake where Saga found it for everyone to see.

Saga, who moved to Sweden from America a few years ago, is enjoying the stories she has seen in the newspapers about herself. One of them called her the new 'Queen of Sweden'.



- 1 Saga was on holiday when she found the sword.
- 2 At first, Saga didn't know she had a sword.
- 3 Saga and her dad decided to keep the sword.
- 4 The sword is a lot more than 1,500 years old.
- 5 The sword is now on show in a museum.
- 6 Saga has lived in Sweden all her life.

- 2 Work in pairs. Ask and answer the questions.

- 1 What's the most exciting thing you have found?
- 2 Where did you find it?
- 3 How did you find it?
- 4 What did you do with it?

**Learning outcomes:**

- to practise reading and speaking skills

**Skills:** reading for specific information

**New language:** *handle, archaeologist, condition, restore, leather*

**Materials:** poster paper, pens, reference books, the Internet

**Warm-up**

**Aim:** to activate vocabulary

- Ask students what kinds of objects you can see in museums.
- Write their ideas on the board.
- Find out if anyone in the class has been to a museum recently.

**1** **SB p16** **Read the magazine article. Write t (true) or f (false).**

**Aim:** to practise reading for specific information

- Focus the students on the pictures to consolidate understanding.
- Check understanding of *sword*.
- Read the activity instructions and check students know what to do.
- Have students read the true/false statements aloud around the class.
- Encourage them to predict the answers with the text covered.
- Students compare answers in pairs.

- Check and discuss with the class. Students correct the false statements.
- Find out which answers they predicted correctly.
- Refer back to the discussion in the warm-up. Did anyone suggest swords or weapons?
- Check understanding of vocabulary.

**Stronger students:** Students correct the false statements, using information from the text.

**Key:** 1 t, 2 t, 3 f, 4 f, 5 t, 6 f

**2** **SB p16** **Work in pairs. Ask and answer the questions.**

**Aim:** to personalise the topic

- Give students two minutes to think about what they are going to say and to make notes.
- Students take turns to answer each other's questions.
- For feedback, a few volunteers tell the class something interesting or surprising that they learned from their partners.

**1** **WB p16** **Read the article in the Student's Book again. Complete the questions.**

**Aim:** to give students further practice with reading skills

**Key:** 2 Who, 3 What, 4 Why, 5 Where, 6 When

**2** **WB p16** **Match the questions from Activity 1 with the answers.**

**Aim:** to practise comprehension skills

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

**3** **WB p16** **Read the dialogue and choose the best answer. Write letters A–H. There are two extra answers.**

**Aim:** to practise text sequencing

**Key:** 2 E, 3 C, 4 H, 5 A, 6 F

**Ending the lesson**

**Aim:** to review the content of the lesson

- With Student's Books closed, elicit what students can remember about the text in Activity 1.
- In pairs, they write as many things as they can remember in one minute.
- Elicit ideas from pairs.
- The pair with the most correct things on their list is the winner.

**Extension activity**

**Aim:** to consolidate understanding

- Students work in groups of four.
- Each group creates a poster entitled *A famous find*.
- They use reference books or the Internet to find out about another famous find.
- They write the main points on their poster and illustrate it with photos or drawings.
- Monitor the groups as they are planning their posters and advise as necessary.
- Groups display their posters around the class.


## 1


**Learning outcomes:**

- to practise listening and writing skills

**Skills:** listening for specific information, writing about a found object

**New language:** *valuable, tractor, field, expert*


 **Creative thinking:** Narrates own stories using a model

 **Cognitive control functions (WB):** Cognitive flexibility

**Warm-up**

**Aim:** to review the topic of found objects

- Write *archaeologist* in jumbled letter order on the board.
- Students put the letters in order and write words correctly.
- Discuss things which archaeologists can find.

- 1**  **018** **SB p17** Listen to a radio show about people finding valuable objects and choose the correct answers.

**Aim:** to practise listening for specific information

- Read through the questions and possible answers with the class. Check understanding of vocabulary.
- Play the recording. Students listen to find the answers.

**For script see TB p119.**


- Play the recording again. Check with the class.

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

- 2** **SB p17** Work in pairs. One of you has found a valuable object. Discuss these questions.

**Aim:** to practise speaking

- Students work in pairs and discuss the questions.
- Students make notes about the details.

- 3**  **SB p17** Act out an interview between the person who found the object and a radio presenter. Use your ideas from Activity 2.

**Aim:** to practise role playing an interview

- Students choose their roles in their pairs.
- Remind students to use the first person *I*.
- Pairs practise their interviews.
- Monitor pairs as they are working.
- One or two volunteer pairs act out their interviews for the class. The class make notes about the answers to each question in Activity 2.

- 4** **SB p17** Write a story about the object you found.



**Aim:** to practise writing a story

- Ask volunteer students to read the story in Activity 4 aloud.
- Tell students they are going to write about their 'find' and to use this text as a model.
- Students work individually.
- They write notes first and plan their writing.
- Students write a first draft. They swap with a partner.
- The partner gives feedback on a) the content and b) the writing (grammar and vocabulary).
- Students write a final draft.

- 1** **WB p17** Complete the five conversations. Choose A, B or C.

**Aim:** to practise functional language

**Key:** 2 C, 3 B, 4 A, 5 C

- 2**   **WB p17** Write the beginning of an interview between a radio presenter and someone who has found a valuable object. Use your ideas from Student's Book page 17.

**Aim:** to practise predicting questions for an interview

- 3**  **006** **WB p17** Listen and write.

**Aim:** to practise listening for specific information

**For script see TB p120.**

**Key:** 2 History, 3 objects, 4 museum, 5 gloves, 6 Wright

**Ending the lesson**

**Aim:** to encourage students' personal responses

- Elicit what students remember about Mrs Vincent's find from the lesson.
- Ask students if they would have done the same as she and her daughter did.

**Extension activity**


**Aim:** to encourage

- personalisation and creativity
- Students type their texts from SB Activity 4 on the computer.
- They either print them out and make a book of their texts or create an online book of their texts which other classes in the school can access.

1

- 1  018 Listen to a radio show about people finding valuable objects and choose the correct answers.



- 1 Who found a valuable object?
- Andy Bookers.
  - Mrs Vincent.
  - Mrs Vincent's daughter, Sara.
- 2 Why didn't Mrs Vincent know what it was?
- Because it was old.
  - Because it was dirty.
  - Because it was small.
- 3 Where did she put the bracelet?
- In the kitchen.
  - On the tractor.
  - In a box.
- 4 What did Sara want to do with the bracelet?
- Wear it.
  - Sell it.
  - Give it to a friend.
- 5 Who borrowed the bracelet from Sara?
- Her best friend.
  - Her mum.
  - A teacher.
- 6 Who bought the bracelet?
- A rich man.
  - A museum.
  - Sara's teacher.
- 2 Work in pairs. One of you has found a valuable object. Discuss these questions.
- Where were you?
  - What were you doing?
  - What time of day was it?
  - What did you find?
  - How did you feel?
  - What did you do next?
- 3  Act out an interview between the person who found the object and a radio presenter. Use your ideas from Activity 2.
- 4 Write a story about the object you found.

On Saturday afternoon, I was at my grandpa's farm. I was playing with my dog. He ran behind some bushes and started barking. I went to get him and I saw something shiny. I picked it up. It was a gold watch! I was very excited. I ran to the house to show my grandpa.



Think and learn

# PRECIOUS METALS

▶ Where can we find precious metals?

1 019 Look, listen and number.



gold mine



gold

silver

precious metals



rock



light

heavy



jewellery



pan

**Super fact!**  
Gold is not always yellow. It can be pink or white too.

2 Read the sentences about gold and silver. Write *t* (true) or *f* (false).

- 1 Gold and silver are very cheap metals.
- 2 People use gold and silver to make many things.
- 3 It's easy to get gold from under the oceans.
- 4 Gold is a light metal.
- 5 You can find silver jewellery in Mexico.

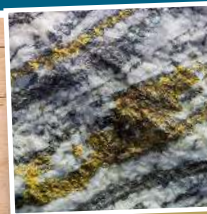
3 Work in pairs. Answer the questions.

- 1 Which do you like more – gold or silver?
- 2 Imagine you find a rock with some gold inside. What will you do with it?

I like ... more. I will ... with my gold.

## Why are **gold** and **silver** expensive?

It's difficult to find gold and silver, but people want to use them to make lots of different things. So gold and silver are called precious metals. 'Precious' means expensive and important.



### Where can we find gold?

Gold is found all over the world. We can find pieces of gold in rocks. Most of the world's gold is in the oceans but it's very difficult to get it from under the sea.

Sometimes, people look for gold in rivers.

They pick up small rocks in a pan with water in it. They move the pan quickly. Because gold is heavy, it falls to the bottom of the pan and people can collect it easily. Gold can also come from gold mines underground. People use gold to make things like jewellery and parts of computers.

### Can we find silver all around the world?

We can find rocks with silver in them in most countries. Artists make silver into jewellery. Mexico makes a lot of silver jewellery. Silver can be used to make other things too, like coins and mirrors.



**Learning outcomes:**

- to learn more about Geography through English
- to talk about precious metals



to be able to answer the Big Question *What kinds of treasure are there?*

**New language:** *precious metals, silver, heavy, light, jewellery, gold mine, pan*

**Recycled language:** *gold*



**Critical thinking (WB):** Sorts and classifies objects and activities according to key features

**Materials:** reference books and the Internet

**Warm-up**

**Aim:** to introduce the topic of metals

- Write these words from the unit on the board: *spade, coin, key, lock, sword, bracelet*. Elicit what they have in common (they're made of metal).
- Elicit the names of any metals students know. Ask about their colour and if they are soft or hard metals.

**SB p18** **Where can we find precious metals?**

**Aim:** to raise students' awareness of where precious metals are found in nature

- With Student's Books closed, play the *Think and learn* video.

**For videoscript see TB p120.**

- Ask students what they remember. On the board, write up a list of the places where precious metals are found.
- Students watch the video again to check their answers.

**Key:** In rocks all over the world, under the sea, in rivers and underground.

**1** **019** **SB p18** **Look, listen and number.**

**Aim:** to present words to talk about precious metals

- Play the recording. Students listen and point to the photos.

**For script see Key.**

- Students number the photos.
- Play the recording again. Students check their answers.

**Key:** 1 rock, 2 gold mine, 3 light, heavy, 4 precious metals, gold, silver, 5 pan, 6 jewellery

**2** **SB p18** **Read the sentences about gold and silver. Write t (true) or f (false).**

**Aim:** to practise reading for specific detail

- Students cover the text and read the statements.
- Put students in pairs to discuss their ideas.
- Students read the text and check their answers.

**Key:** 1 f, 2 t, 3 f, 4 f, 5 t

**3** **SB p18** **Work in pairs. Answer the questions.**

**Aim:** to connect what students have learned about precious metals to their personal experiences

- Monitor the conversations and help with language as needed.

**1** **WB p18** **Look and write the labels.**

**Aim:** to practise defining vocabulary

**Key:** b gold, c silver, d rock

**2** **WB p18** **Read and tick the true sentences.**

**Aim:** to practise reading for specific information and to extend students' knowledge about precious metals

**Key:** Tick: 2, 4

**3** **WB p18** **Look and complete the chart with the names of the countries from the map in Activity 2.**

**Aim:** to practise organising factual information in a chart

**Key:** Gold: (South Africa), USA, Canada; Gold and Silver: China, Australia, Russia, Peru, Mexico; Silver: Bolivia, Chile, Poland

**Lesson review**

**Aim:** to review what students have learned in the lesson

- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about precious metals today.
- Write it on the board. Students copy it into their notebooks.
- Ask students to explain how this is connected to the Big Question *What kinds of treasure are there?* Accept any reasonable suggestions.

**Extension activity**

**Aim:** to extend what students have learned about precious metals

- Students use reference books and/or the Internet to find out more about what people use precious metals for, e.g. for electric wires, medicine, cooking.
- They make notes and prepare a short report.

## 1

## Learning outcomes:

- to learn more about Geography through English
- to complete a project



to apply learning about precious metals to the Big Question *What kinds of treasure are there?*

**Recycled language:** precious metals

**Materials:** A3 paper (one piece for each student), colour pens or pencils

**Critical thinking:** Uses tables, charts, mind maps etc. to evaluate ideas or options

**Creative thinking:** Uses different media to make and describe his/her own designs

**Critical thinking (WB):** Makes predictions and estimations from given information

## Warm-up

**Aim:** to review words to talk about precious metals

- With books closed, elicit words connected with the topic of precious metals and write them on the board.

- 4** **SB p19** Look at the list of objects in the table and think. Decide what the things can/cannot be made of and tick .

- Aim:** to practise evaluating ideas
- Read out the objects in the first column and check understanding.
  - In pairs, students complete the table together.
  - Don't confirm answers with the class at this stage.

- 5** **020** **SB p19** Listen and find out about the things made with gold or silver.

**Aim:** to practise listening for specific information

- Play the recording. Students listen and check their answers.

**For script see TB p120.**

- Check with the class.

**Key:** rings: gold, silver, gold and silver; modern coins used every day: not gold or silver; old coins in museums: gold, silver; computers and phones: gold; digital photos: silver; dentist's equipment: gold; sports medals: gold, silver, gold and silver

- 6** **021** **SB p19** Listen again. What are they? There can be more than one answer.

**Aim:** to practise listening for detail

- Students briefly discuss their ideas in pairs.
- Play the recording again. Students check their ideas and make a note of their answers.

**For script see TB p120.**

**Key:** 1 digital photos, 2 rings, sports medals, 3 coins, 4 computers and phones, dentist's equipment

- 7** **Project** **SB p19** Make a poster about gold or silver.

**Aim:** to enable students to apply what they have learned about precious metals.

- In pairs, students research the metal. They can use the Internet or reference books.
- Students then draw and colour images to illustrate their posters. They write a short paragraph about the metal at the bottom.
- Pairs can then present their poster to other pairs.

- Take photos of the posters and save them to students' digital portfolios.

- 4** **WB p19** Look and think. Why are silver and gold used in these objects?

**Aim:** to practise using logic to work out reasons for using precious metals

- 5** **WB p19** Read and complete the sentences. Then match them with the objects from Activity 4.

**Aim:** to practise reading for specific information

**Key:** 2 Gold d, 3 light a, 4 soft e, 5 electricity b

- 6** **Project** **WB p19** What did you find out? Complete the chart.

**Aim:** to summarise what students have learned about precious metals

## Lesson review

**Aim:** to review what students have learned in the lesson


- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learned today, e.g. *learned more about precious metals and made a poster.*
- Write it on the board. Students copy it into their notebooks.

## Extension activity

**Aim:** to develop writing and reflective skills


- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

1

4  Look at the list of objects in the table and think. Decide what the things can/cannot be made of and tick .

	gold	silver	gold and silver	not gold or silver
rings				
modern coins used every day				
old coins in museums				
computers and phones				
digital photos				
dentist's equipment				
sports medals				

5  020 Listen and find out about the things made with gold or silver.

6  021 Listen again. What are they? There can be more than one answer.

- 1 These are made with very small pieces of silver in them.
- 2 These are made with gold or silver, or gold and silver.
- 3 These don't have any silver or gold in them now, but they did in the past.
- 4 These can have very small parts made of gold inside them.

7  **Project** Make a poster about gold or silver.


- Find or draw pictures of things that are made of the precious metal.
- Label your pictures and add some information about the things in them.
- Write some sentences about the metal.  
Where is it found? What is it like?
- Make a frame for your poster with gold or silver paper.




## Portfolio

## Get talking

## A show-and-tell

- 1  022 Treasure is something special to you. It doesn't have to be gold coins. Listen to Daniel talking about the paintings that he and his brother Christopher did on an Art course and answer the questions.

- 1 What is Daniel's treasure?
- 2 What do they show?
- 3 When did they paint them?
- 4 Where are the paintings now?

- 2  Give a show-and-tell.

## Think about it

- Think about your 'treasure'. It could be an object or a pet.
- Think about why it's valuable to you.
- Think about how to present it. Can you bring it to the presentation or show a photo?

## Prepare it

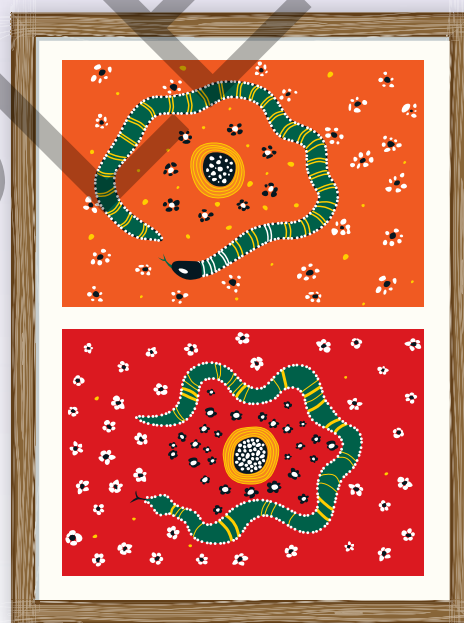
- Think about the questions and make notes.
  - Where did you get your treasure from? Did you get it as a present?
  - Did you create it? Did you buy it?
  - How long have you had it?
  - Why is it important to you?
  - Is it also important to your family?
  - Have any of your friends already seen it? What did they say?
- Decide if you want to show the treasure or a photo of it at the beginning or at the end of your presentation.

## Present it

- You should talk for about a minute. Think about questions that you can ask your classmates.
  - What do you think about my treasure?
  - Would you like to see it? (if you have only shown a photo)

## Presenting tip

When you finish a talk, say 'Thank you for listening'. Then ask your classmates if they want to ask any questions.





**Learning outcomes:**

- to prepare and present a mini-talk
- to consolidate language from the unit

**New language:** *show (v), hang, desert, Aborigines, portfolio, profile, blog*

**Materials:** each student's selected 'treasure' for the show-and-tell


 **Creative thinking:** Develops ideas through planning, research or review

 **Cognitive control functions:** Cognitive flexibility

**Warm-up**

**Aim:** to review vocabulary for treasure

- Write *Treasure* on the board.
- Brainstorm all the words students can think of which go with this word.
- Create a word map, e.g. *valuable, gold, pirates, metal detector, precious metals, jewellery.*

**1**  **SB p20** **Treasure is something special to you. It doesn't have to be gold coins. Listen to Daniel talking about the paintings that he and his brother Christopher did on an Art course and answer the questions.**

**Aim:** to provide a model for the short presentations

- Read the activity instructions through with the class.
- Read the four questions aloud with the class and check students know what to do.
- Play the recording. Students listen to find the answers.

For script see TB p120.


- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.

**Key:** 1 The two paintings, 2 Snakes in the desert, 3 Last summer, 4 On the wall in the living room of their house

**2**  **SB p20** **Give a show-and-tell.**


**Aim:** to follow a set of instructions and collaborate with other students

- Focus students on *Think about it*. Read the bullet points through with the class. Check vocabulary.
- Monitor and give advice to students as appropriate, as they decide what their treasure is.
- Focus students on *Prepare it*. Read the bullet points through. Check vocabulary.
- Monitor individuals as they prepare their presentations.
- Focus students on *Present it*. This may happen over more than one lesson.
- Read the *Presenting tip* through with the class.
- Individual students do their show-and-tell presentations.
- Set a listening task for the students who are listening, e.g. *Write down what the treasure is and why it is important.*
- Encourage the class to ask each presenter about anything they haven't told them about their treasure.
- Get feedback on the listening task.

**1**  **WB p20** **Draw lines and complete the sentences with the words from the box.**


**Aim:** to review sentence structure

**Key:** 2 I've had my dog since I was six. 3 My mum has worked at the hospital since 1998. 4 Tom hasn't seen Sue for six months. 5 How long have you known Mr Lester? 6 How long has Mary lived in your street?

**2**  **WB p20** **Find the words and use them to complete the sentences.**

**Aim:** to practise using new vocabulary from the unit

**Key:** 2 coins, 3 jewellery, 4 binoculars, 5 precious, 6 spade

**3**  **WB p20** **Complete the sentences with your own ideas.**

**Aim:** to personalise the topic

**Ending the lesson**

**Aim:** to review language from the unit

- Elicit some of the sentences different students wrote for WB Activity 3.

**Extension activity**

**Aim:** to develop reflective skills

- Give students your feedback on their presentations. Make general points and don't identify which student you are referring to.
- In groups of four, students discuss how they think their presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next show-and-tell.

## 1


## Learning outcomes:


- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write a blog


## BIG QUESTION


to think about how the unit has helped answer the Big Question *What kinds of treasure are there?*

New language: *portfolio, profile, blog, entry*

 **Critical thinking:** Says whether something is true or not, and gives a reason

 **Critical thinking (WB):** Selects key points from diverse sources to create a new account and/or argument

 **Creative thinking (WB):** Uses own ideas for doing creative activities like retelling stories

 **Cognitive control functions:** Cognitive flexibility

Materials: Digital or print portfolios

## Warm-up

**Aim:** to introduce the topic of portfolios

- Tell students they are going to start a portfolio (a record of their work) for *Super Minds* Level 6.

**1** **SB p21** Start a new portfolio for this year. Write your profile.

**Aim:** to enable students to make a personal account of themselves



- Write the headers on the board: *Name, Class, What my friends like about me, What I did in my holidays, My favourite topics, What I like best about my English lessons.*

21 TB

- Students write a first draft.
- Students turn to the Writing practice section on page 118 of the Workbook. Work through the exercises with the class.

**Key:** 1 2 ✗, 3 ✓, 4 ✗, 5 ✓, 6 ✗  
2 2 did, 3 listening, 4 play, 5 given

- For a print portfolio, students copy their profile information neatly onto paper.
- For an online portfolio, students type their profile and upload it.

**2**   **SB p21** Look at the photos and read the two blog entries. Who wrote them: Katie or James? How do you know?

**Aim:** to practise reading for gist

- Students read the texts quickly to find who wrote them.
- They compare ideas in pairs.

**Key:** 1st blog: Katie, because she looks happy in the photo, 2nd blog: James, because he looks bored

**3** **SB p21** Read the entries again and answer the questions.

**Aim:** to practise reading for detail

- Students read the questions and find the answers.

**Key:** 1 He's bored. 2 For three months. 3 He's watched twelve films, he's read six books, he's written a lot of emails and he's listened to hundreds of songs. 4 Her uncle gave it to her. 5 He's been in her class for three months, but she doesn't know him very well. 6 She likes him.

**4** **SB p21** Write a blog entry about today. You can invent the information if you want.



**Aim:** to practise writing a blog

- Read through and discuss the Writing tip with the class. Discuss the reasons for students not giving their full names or real addresses, etc. (internet security).


- Students make notes for their blog entries.
- They write the first draft of their blogs.
- Students swap blogs and give each other feedback.
- They write a final draft of their blogs.

**1** **WB p21** Read and tick ✓. Then write examples.

**Aim:** to practise unit grammar and vocabulary

**2**   **WB p21** Write sentences to answer the Big Question.

**Aim:** to enable students to revisit the Big Question and consolidate learning

**3**  **WB p21** Look at the pictures and write a story about a boy called Luke.

**Aim:** to practise writing

## Ending the lesson

**Aim:** to enable students to express their preferences

- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

## Extension activity

**Aim:** to enable students to share what they have learned


- Make groups of four. Students look through each page of Unit 1, at their vocabulary books and at their portfolio and discuss what they have learned in this unit.

1



## Think and write

### A blog entry

- 1 Start a new portfolio for this year. Write your profile.
- 2  Look at the photos and read the two blog entries. Who wrote them: Katie or James? How do you know?



Katie



James

#### MY BLOG

27th March – another great day. I'm so happy. This morning I got a metal detector! It used to be my uncle's, but Mum said he's given it to me! I've already tried it out, but I haven't found any gold yet. Oh, by the way, today I worked with the new boy in our class. His name's James. He's been with us since the beginning of January. I think he's very nice. Tomorrow I'll ask him if he wants to come to my birthday party next week. Do you think he'll say yes?

#### MY BLOG

Today is 27th March – another boring day for me. I'm writing this in my bedroom. We've lived in this new town for three months now and I haven't made any friends. I've watched twelve films, I've read six books, I've written a lot of emails and I've listened to hundreds of songs, but I haven't made any friends and that's BORING! I've spoken to my dad about it. He says I need to wait. I hope he's right.

- 3 Read the entries again and answer the questions.
  - 1 What's James' problem?
  - 2 How long has he lived in the new town?
  - 3 What's he done since he came here?
  - 4 How did Katie get her metal detector?
  - 5 Does Katie know James well?
  - 6 What does she think of him?
- 4 Write a blog entry about today. You can invent the information if you want.

#### Writing tip

When you write a blog on the Internet, make sure that you don't give your full name, your real address or information about where you live (e.g. opposite Castle Park School).