1 Disaster!

Pompeii was a city of 20,000 people in the south of Italy 2,000 years ago. It was a very modern city. Lots of the houses had running water. There was a busy marketplace, a theatre and there were lots of shops. The shopkeepers sold things that came on big ships from different countries around the world. The city was full of beautiful works of art.

1 009 **Listen and say the words. Check with your partner.**

1. smoke
2. volcano
3. temple
4. theatre
5. statue
6. columns
7. horse and cart
8. vase
9. servant
10. fountain

BIG QUESTION What are natural disasters?

2 010 **Read, listen and complete the sentences.**

1. The gate takes the children into the _____.
2. Phoebe likes the gardens, the _____ and the _____.
3. There are no cars, only _____ and _____.
4. The mountain is not a mountain. It's a _____.

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

Look! Can you guess the word?

I'm not sure … Is it … ?

Learning outcomes:
- to learn and use vocabulary to describe life around Pompeii
- to practise reading, listening and speaking

BIG QUESTION to start to think about the Big Question *What are natural disasters?*

New language: *smoke, volcano, theatre, statue, temple, columns, horse and cart, vase, servant, fountain, running water, busy, marketplace, work of art, (natural) disaster*

Recycled language: features of cities, *south, Italy, ago, modern, shop, shopkeeper, ship, countries*

Cognitive control functions: Working memory

Materials: map of Italy or Europe (optional)

Digital flashcards: 11–20 (Around Pompeii)

Warm-up

Aim: to review city vocabulary
- Write *City* on the board. Students work in pairs to list as many features of a city as they can.
- Elicit ideas (e.g. *shops, hospital, bank*) and write them on the board.
- Ask *What about in a city 2,000 years ago? A Roman city? Which things weren't there?* Students come to the board to erase items.

Presentation

Aim: to present vocabulary for life around Pompeii
- 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.
- Ask students to find Pompeii on a map of Europe/Italy.

1 009 SB p10 Listen and say the words. Check with your partner.

Aim: to practise vocabulary for life around Pompeii
- Students look at the picture in their Student's Books. They find Alex, Pheobe and Patrick and say what they think is happening.
- Play the recording. Students listen and repeat.

For script see SB p10.

BIG QUESTION What are natural disasters?

Aim: to encourage students to find out about natural disasters
- Read the Big Question. Elicit examples of natural disasters, especially any which have recently been in the news.

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

2 010 SB p10 Read, listen and complete the sentences.

Aim: to practise listening
- Read the sentences aloud and check understanding. Encourage students to predict how the sentences finish.
- Play the recording twice. Check with the class.

For script see TB p119.

Key: 1 past, 2 fountains, statues, 3 horses, carts, 4 volcano

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

Aim: to practise the new vocabulary
- Mime one of the items, or show the shape using your hands. Students guess, e.g. *It's a vase.*
- Students play the game in pairs.

1 WB p10 Look and complete.

Aim: to practise writing the new vocabulary

Key: 2 fountain, 3 column, 4 cart, 5 theatre, 6 statue, 7 servant, 8 vase, 9 smoke, 10 temple

2 WB p10 Do the crossword.

Aim: to give further practice with the new vocabulary

Key: Across: 7 volcano, 8 vase, 9 fountain; Down: 1 servants, 2 smoke, 3 theatre, 4 column, 5 cart, 6 temple

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

Aim: to check comprehension

Key: 2 thought, volcano, 3 admired, statue, 4 went, theatre, 5 pulled, cart, 6 was, columns, 7 drank, fountain, 8 saw, smoke

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask, e.g. *How many vases are there?* Students can play in teams or pairs.

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g. *You can put flowers in a vase.*

Learning outcomes:
- to review the past continuous
- to practise speaking about the past

New language: *earthquake, shake* (v), *shook, Londoner, (play) hide and seek*

Recycled language: actions and activities, rooms and buildings, past simple, telling the time

Creative thinking (WB): Substitutes words and lines to a song or poem

Digital flashcards: 11–20 (Around Pompeii)

Warm-up

Aim: to review vocabulary to describe life around Pompeii
- Define one of the new words, e.g. *These are part of a building. They are long and very tall.* Students guess (e.g. *Columns!*). Show the flashcard to confirm.

1 SB p11 Read the article and write the names under the photos. There is one extra photo.

Aim: to practise reading for gist
- Teach *earthquake*. Elicit what students can see in the larger photo (*balconies, windows,* etc.).
- Students read and write the names under the smaller photos
- Check with the class.

Key: 1 Mr Williams, 2 Ken Harmer, 3 (–), 4 Claire, 5 Caroline

2 SB p11 Complete and say the sentences with the words in brackets.

Aim: to focus on word order
- Students do the activity in pairs, then practise saying the sentences.

Key: 1 At 5.37 p.m. yesterday Mr Harmer and his sons were playing football. 2 Mr Williams was standing on the balcony when the earthquake happened.

3 011 SB p11 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar and *hide and seek*.
- Students turn to the Language focus section on page 119 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p11.

4 SB p11 Ask and answer.

Aim: to consolidate grammatical form and practise speaking
- Demonstrate the activity using open pairs. Prompt students to use different times.
- Students ask and answer in closed pairs.

Stronger students: Report back to the class, e.g. *At three o'clock yesterday, Julie was playing basketball.*

1 WB p11 Read and complete.

Aim: to review language from the lesson

Key: was reading, were playing

2 WB p11 Write what the family was doing when there was an earthquake.

Aim: to give students further writing practice with the past continuous

Key: 2 Emily was playing a computer game. 3 Lily was listening to music. 4 The grandparents were watching TV. 5 Tom was doing (his) homework. 6 Oliver was reading a book.

3 WB p11 What were you doing at the weekend? Write sentences about you.

Aim: to personalise the language

4 WB p11 Look at Activity 1. Write two more lines for the poem .

Aim: to personalise the language and encourage creativity

Ending the lesson

Aim: to practise the past continuous
- Students write two sentences about what they were doing at half past five the previous afternoon, one true and one false.
- In pairs, students swap sentences and try to guess which of the sentences is false.
- Ask different students to share what they found out about their partner.

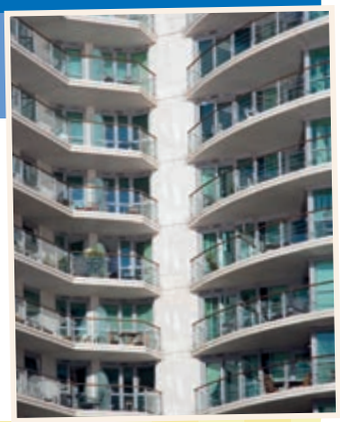
Extension activity

Aim: to consolidate the past continuous
- Make groups of six. Students take turns to read what they wrote for WB Activity 3 and compare. They make a note of times when members of the group were doing the same thing.
- Write example sentences on the board, e.g. *On Saturday at six o'clock, three of us were watching TV, two of us were … .*
- Elicit information from groups about their weekends.

1 Read the article and write the names under the photos. There is one extra photo.

Earthquake shakes London

At 5.37 p.m. yesterday many Londoners suddenly felt the earth shake. We talked to some of them this morning to hear their stories.

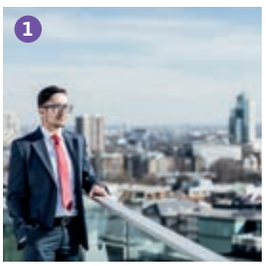


'My sons and I were playing football,' said Ken Harmer from Wimbledon. 'We didn't feel much and we weren't worried.'

'I was in the living room,' said his wife, Claire. 'I was reading – it was strange!'

Their neighbour, Caroline, was sleeping when it happened. 'It was terrible. I was so scared!' she said.

Another man, Mr Williams, told us, 'When I felt the earthquake, I was standing on the balcony of our flat. It's on the 27th floor.



2 Complete and say the sentences with the words in brackets.

1 At 5.37 p.m. yesterday, Mr Harmer and his sons football. (were playing)

2 Mr Williams on the balcony when the earthquake happened. (was standing)

3 011 Watch, listen and say.

Language focus

When the earthquake shook the tree,
Leo **was reading** quietly.

When the earthquake shook the tree,
The monkeys **were playing** hide and seek.

4 Ask and answer.

1 012 Listen and correct the mistakes. Then sing the song.

I was sleeping in the garden, **(1)** _____
When the ground began to shake,
A vase fell in the fountain. **(2)** _____
The fountain fell in the lake.
I ran inside the shop, **(3)** _____
And I thought, 'No, this is it!'
Yeah, I was feeling pretty angry when ...
(4) _____

The earthquake hit.

Danger. Danger. Danger, everywhere.
Life is full of danger,
You'd better take care!

I was walking in the city, **(5)** _____
When the day turned really grey.
I looked up at the clouds **(6)** _____
And I knew I couldn't stay.
There was rain in the clouds, **(7)** _____
There was smoke and thunder too.
I was feeling pretty happy when the ...
(8) _____

Volcano blew.

All about music: PUNK ROCK

The first punk bands came from the USA and UK in the mid 1970s. Bands like The Ramones and The Clash wanted to change music forever. Their songs were fast, short and often very angry. Punk was about fashion too – scruffy torn clothes, amazing hair styles and lots of safety pins.

What I think about this song

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

Phonics

2 014 Listen and say the dialogue.

Gran Your haircut is c**u**t**e**, Stan!
Stan I like your cap and c**a**p**e**, Gran!

Learning outcomes:
- to join in with a song
- to learn how *e* at the end of some words helps to show the pronunciation of a long vowel (split digraphs)

New language: *thunder* (n), *You'd better …*, *blew* (= exploded), *punk, fashion, scruffy, torn, hair style, safety pin, haircut, cute, cape*

Recycled language: past continuous and past simple, weather, *ground, shake* (v), *vase, fountain, lake, angry, earthquake, turn* (= become), *danger, take care, smoke, band*

Phonics focus: Your students will be able to identify and say words which follow the spelling pattern *a–e, i–e, o–e* or *u–e* (split digraphs), as in *cute.*

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the topic of disasters
- Write *earthquake* on the board and elicit what happens in an earthquake. Write key phrases on the board, e.g. *ground shakes, buildings fall down.* Repeat with *volcano* (*explode, smoke, lava,* etc.).

1 012 SB p12 Listen and correct the mistakes. Then sing the song.

Aim: to practise listening for specific details, and sing a song
- Play the song. Students circle the mistakes and write the correct words in the spaces at the end of the lines.

For song lyrics see SB p12.
- Play the song again. Check answers.
- Students show what they think of the song using the traffic lights and compare in pairs.
- Play the song again, pausing after each verse for students to repeat.
- Use the karaoke version (013) to practise the song with the whole class.
- Focus on the style of the song. Read the information about Punk Rock and explain any new vocabulary.

Key: 1 ~~sleeping~~ working, 2 ~~vase~~ statue, 3 ~~shop~~ house, 4 ~~angry~~ scared, 5 ~~city~~ forest, 6 ~~clouds~~ sky, 7 ~~rain~~ fire, 8 ~~happy~~ scared

2 014 SB p12 Listen and say the dialogue.

Aim: to practise words with split digraphs
- Write *cut* and *cute* on the board, using a red pen for the letter *e.* Check comprehension of *cute.* Elicit that the 'e' at the end of *cute* changes the vowel to a longer sound. Practise pronunciation.
- Ask students to find words with split digraphs in the song (*shake, lake, inside, earthquake, life, care, fire, smoke*). Point out that *vase* is not an example of a split digraph in British English, but it is with American pronunciation.
- Focus on the picture and teach *cape* and *haircut*. Play the recording. Students listen, read and repeat.

For script see SB p12.
- Divide the class so that one half is Gran and the other Stan. Students say the dialogue twice, swapping roles.

1 WB p12 Remember the song. Look and complete the sentences.

Aim: to activate memory skills and review the past continuous

Key: 2 fell in the fountain, 3 ran inside the house, 4 feeling pretty scared, 5 was walking in the forest, 6 up at the sky, 7 fire in the clouds, 8 blew

2 004 WB p12 Listen and say the words.

Aim: to practise words with split digraphs

For script see WB p12.

3 WB p12 Complete the sentences.

Aim: to identify and say words with split digraphs

Key: 2 time, nine, 3 smoke, 4 lake, 5 inside, 6 safe, 7 tube

4 005 WB p12 Listen, check and say the sentences.

Aim: to practise words with split digraphs

For script see TB p119.

Ending the lesson

Aim: to review the song
- Play the song (012) again. Students join in and do actions.

Extension activity

Aim: to practise pronunciation of *-ing* form of verbs with split digraphs
- Write on the board: *take, amaze, write, excite, joke, amuse.*
- Students copy the words and write the *-ing* forms (*taking, amazing, writing, exciting, joking, amusing).* Elicit the spelling and the pronunciation (the first long vowel sound stays the same).
- In pairs, students practise saying both forms.

Learning outcomes:
- to learn to talk about two simultaneous actions with the past continuous
- to practise speaking

New language: *accidentally, delete, naughty, chase, steal*

Recycled language: verbs, *while, disaster, even worse, better*

Warm-up

Aim: to review the past continuous
- Sing the song from the previous lesson.
- Students suggest new actions for the first line of each verse, e.g. *I was eating a sandwich when the earth began to shake.*
- Choose the two best lines and write them on the board. Students sing the song again. using the new lines.

Presentation

Aim: to present two simultaneous actions with the past continuous
- Use some of the suggestions from the Warm-up to make sentences about four students, e.g. *So* (name) *and* (name) *were playing on the computer while* (name) *and* (name) *were eating pizza.*
- Check students understand that the actions were happening at the same time, by drawing a time line.
- Ask two students about yesterday, e.g. *What were you doing at eight o'clock yesterday evening?* Write their answers as verbs on the board, e.g. *watch TV, listen to music.*
- Prompt another student to report their answers using *while*. Write the sentence on the board, e.g. (Name) *was watching TV while* (Name) *was listening to music*.

1 SB p13 **Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.**

Aim: to practise two simultaneous actions with the past continuous
- Focus students on the pictures and the email. Teach *chase*.
- Students read and complete the email.

Key: 1 eat(ing), 2 chas(ing), 3 break(ing), 4 paint(ing)

2 015 SB p13 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar and *steal*.
- Students turn to the Language focus section on page 119 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p13.
- Students practise the chant in pairs.

3 SB p13 **Play the *wishidishing* game with a partner. Say a sentence. Your partner has to guess.**

Aim: to give students further practice with past continuous simultaneous actions
- Choose two volunteers to read the speech bubbles.
- Students take turns to start the game and to guess.
- Play the game using open pairs as consolidation.

1 WB p13 **Order the words to make sentences.**

Aim: to practise word order

Key: 1 While Leo was looking at the moon, 2 The explorer was stealing his favourite spoon. 3 While Leo was swimming in the lake, 4 The explorer was eating his chocolate cake.

2 WB p13 **Read and match.**

Aim: to practise past continuous simultaneous actions

Key: 2 e, 3 a, 4 b, 5 d

3 WB p13 **Look and write sentences about John and Ava.**

Aim: to give further practice with the past continuous

Key: 2 While John was talking on his (mobile) phone, Ava was reading a map. 3 While John was playing football, Ava was walking the dog. 4 While John was eating cake, Ava was dancing. 5 While John was climbing a tree, the dog was chasing a cat. 6 While John was making a fire, Ava was putting up the tent.

Ending the lesson

Aim: to practise the past continuous with *while*
- Start a chain in the past continuous, e.g. Teacher: *I was washing my car while* (name of Student A) *was …* Student A: *I was washing my car while* (Student A's name) *was walking the dog and while* (name of Student B) *was … .* Student B: *I was washing my car …* The chain continues in this way.

Extension activity

Aim: to consolidate understanding and practise writing
- Using the email in SB Activity 1 as a model, students write an email to a friend about a disastrous day.

1 **Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.**

Hi Ryan,

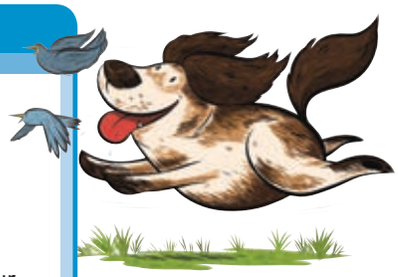
Today we had a bad day at home!

Let me tell you all about it! While Dad was sleeping, the animals were very bad.

Our naughty cat was **(1)** _____ing our lunch and our dog was **(2)** _____ing birds in the garden! My sister and brother were even worse! My brother John was **(3)** _____ing my mobile phone and my baby sister was **(4)** _____ing on the walls.

I hope you had a better day!

Christopher



2 015 **Watch, listen and say.**

Language focus

While Leo **was looking** at the moon,
The explorer **was stealing** his favourite spoon.
While Leo **was swimming** in the lake,
The explorer **was eating** his chocolate cake.

3 **Play the *wishidishing* game with a partner. Say a sentence. Your partner has to guess.**

On Sunday afternoon, while I was playing computer games, my mum was *wishidishing*.

No, she wasn't.

No.

Yes, she was!

While you were playing computer games, your mum was reading.

Was she sleeping?

Was she listening to music?

A NARROW ESCAPE

1 **Go through the story quickly and find answers to the questions.**

1 Where are the kids? 2 What year is it?

2 016 **Read and listen to the story to check your answers.**

Phoebe started running down the stone stairs. 'Hey, wait!' Alex shouted. 'Where are you going?' 'Come quickly. Follow me!' Phoebe shouted. 'Why?' Alex and Patrick didn't understand what was happening. Phoebe was running through the city in the direction of the hills. Alex and Patrick followed her. They ran past the houses and the beautiful temples with their statues and columns, but Alex and Patrick didn't have time to look at any of that. They followed Phoebe up a hill outside the city.

When Phoebe reached the top of the hill, she sat down, and the boys sat down next to her. 'I don't understand!' said Patrick. 'What are we doing here?' Phoebe waited for her breathing to slow down. Then she began to speak. She looked worried. 'This city is Pompeii. We learned about it in History. That volcano over there is going to erupt, and we're in danger!' 'But how do you know it's going to erupt now?' asked Alex.

Suddenly there was a loud noise like thunder. The three friends looked up at the volcano. They were scared by what they saw. There was a lot of dark, grey smoke. 'I was right,' said Phoebe. 'We have to go and tell the people who live in Pompeii.' 'But are you certain it's going to erupt?' asked Alex. 'Look!' said Phoebe.' 'Animals often run away from natural disasters. We learned that at school. Now come on! The people are in danger.'

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

New language: *narrow escape, hills, breathing* (n), *slow down, erupt, certain, (only) chance, flash, destroy, lava, ash(es)*

Recycled language: characters and language from the story, vocabulary to describe life in Pompeii

Cognitive control functions (WB): Working memory

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Digital flashcards: 11–20 (Around Pompeii)

Warm-up

Aim: to review the characters and the story so far
- Elicit the names of the story characters and write them on the board (*Phoebe, Alex* and *Patrick*).
- Ask what students remember about the story so far, prompting with phrases if necessary, e.g. *Science lab, experiments, Mr Davis, the gate, Italy.*

A narrow escape

1 SB pp14–15 **Go through the story quickly and find answers to the questions.**

Aim: to practise reading skills – skimming and scanning
- Explain the meaning of the title of the story and check understanding of the question.
- Read the activity instructions. Tell students not to worry about new language in the story: they only have to find the answers to the two questions. Set a time limit, if you think it will help students read more quickly.
- Students do the task individually. They compare answers in pairs. Don't confirm answers at this stage.

2 016 SB pp14–15 **Read and listen to the story to check your answers.**

Aim: to present a story and develop reading skills
- Play the recording. Students read and listen to check their answers. Elicit answers.

For script see SB pp14–15.
- Ask what happened at the end of the story (the children stepped back into the gate) and why (because the volcano erupted).
- Ask students how the title of the story relates to what happens (The Time Travellers have a narrow escape from the volcano.)
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask, e.g. *Where did Phoebe run to?* (*A hill outside the city.*) *Why did Phoebe run?* (*Because she remembered what happened to Pompeii from her History lessons.*) *What do animals do when there's a disaster?* (*Run away.*) *What did the children try to tell the people in Pompeii?* (*That the volcano was going to erupt.*)

Key: a In Pompeii, b 79 AD

1 WB p14 **Remember the story. Put the pictures in order.**

Aim: to review the storyline

Key: 5, 4, 3, (1), 2

2 WB p14 **Read and use the words from the box to complete the text. There are four extra words.**

Aim: to check comprehension of the story

Key: 2 Pompeii, 3 volcano, 4 smoke, 5 danger, 6 people, 7 erupts, 8 gate

3 WB p14 **Correct the sentences.**

Aim: to review the story

Key: 2 they ran past ~~carts and horses~~ houses and temples, 3 they ~~built a fire~~ sat down, 4 they heard ~~people shout~~ a loud noise, 5 they saw a lot of ~~animals~~ smoke, 6 ~~a statue fell down~~ there was a loud explosion, 7 very ~~angry~~ scared, 8 ~~lots of birds in the sky~~ a yellow light (through the smoke)

Ending the lesson

Aim: to practise the story
- Put students into groups of three. They each take a role of one of the characters.
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to review language from the story
- Students close their books and retell the story in pairs. Write key words and phrases on the board as prompts, e.g. *Phoebe run hills, boys follow, Pompeii erupt.*
- Elicit a line of the story from each pair, to retell it together around the class.

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

New language: *warn, bright*

Recycled language: language from the story

Value: helping people in danger

Critical Thinking: Conducts guided text analysis

Critical thinking (WB): Makes predictions and estimations from given information; Narrates own stories using a model

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the story
- Give students time to re-read the story or play the recording again as they follow.
- Ask *Where were the three friends?* (*In Pompeii.*) *What did Phoebe remember?* (*That the volcano erupted.*) *Did they try to tell the people?* (*Yes.*) *Why weren't the people worried at first?* (*They didn't understand the children.*) *What flew out of the volcano?* (*Stones.*) *How do the children escape?* (*They go through the gate.*)

Extra support: Make sentences about the story. Students stand up if they are true and sit down if they are false, e.g. *Phoebe ran towards a lake.* Students sit down.

3 SB p15 Put the sentences in the correct order.

Aim: to focus students on the sequence of events in the story
- Pre-teach *warn*. Students read the sentences individually and put them in order. Remind them to look back at the story.
- Students compare their answers in pairs. Check with the class.

Key: (left column) 4, 3, 1 (right column) 2, 5

4 SB p15 Work in pairs. Read the sentences. Check the text and then replace the underlined words with more specific information.

Aim: to review the story and focus on text coherence
- Students re-read the story and find words to replace the underlined ones.
- They compare their answers in pairs.

Key: 1 Animals, 2 The people, 3 the people, 4 The children

4 WB p15 Where will the children go next? Put these times in order of age. Start with the oldest.

Aim: to practise sequencing

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

5 WB p15 Read. Which of the pictures is it about?

Aim: to practise reading

Key: Picture a

6 WB p15 Where would you like to send the children? Write three sentences.

Aim: to practise writing and encourage creativity

7 WB p15 What message can we learn from the story in the Student's Book? Underline the best summary.

Aim: to focus on the value of helping people in danger

Key: b

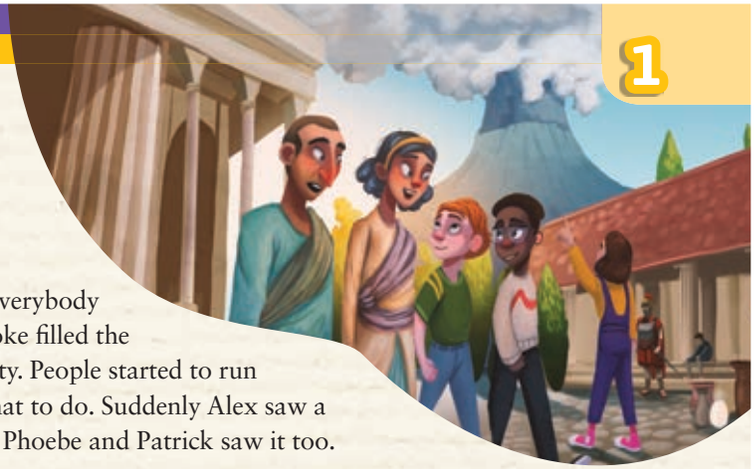
Ending the lesson

Aim: to discuss the value of helping people in danger
- Ask how the three friends try to help the people in danger in the story (they run to the city and tell them what's going to happen).
- Discuss why this value is important and elicit examples of how students have helped or tried to help people in danger (or how people they know have helped).

Note: Some of this discussion may need to take place in L1 and the topic needs to be treated with sensitivity.

Extension activity

Aim: to encourage creativity and practise speaking
- Students look at the pictures of different periods in history in WB Activity 4. They choose which time they would like to visit (not picture e, which shows the present).
- Students make notes about why they would like to visit that time and what they would like to see. They discuss their choices in pairs.
- Students can write about the time they would like to visit for homework.



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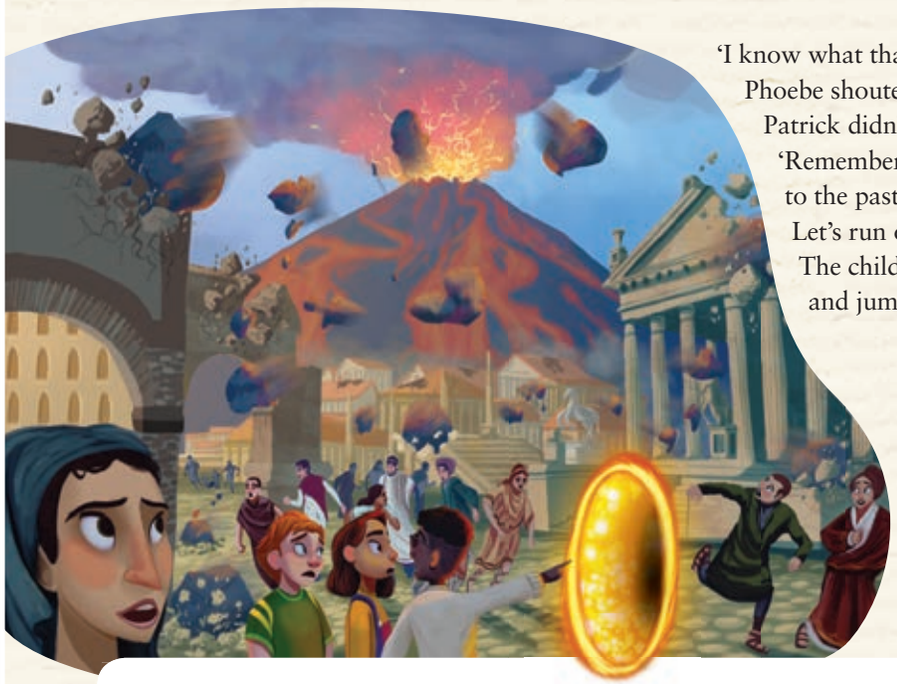
Back in the city, the children tried to tell everyone about the volcano, but the people didn't understand what they were saying and so they were not worried. Suddenly there was another loud explosion.

'Look!' shouted Phoebe. 'It's too late! It's erupting.' Everybody was very scared. The sky became really dark and smoke filled the air. Stones flew from the volcano and landed in the city. People started to run away shouting for help. The children didn't know what to do. Suddenly Alex saw a yellow light through the smoke. 'What's that? Look!' Phoebe and Patrick saw it too.



'I know what that is. It's the gate that brought us here!' Phoebe shouted. 'Let's go through it.' 'The gate?' Patrick didn't understand. 'Yes,' said Phoebe. 'Remember the lab? The yellow glow – the gate to the past. Maybe it'll take us back to our time. Let's run or we'll all die! It's our only chance!' The children ran as fast as they could to the light and jumped. They were gone in a flash!

On August 29th in 79 AD, Vesuvius erupted and destroyed the city of Pompeii. The volcano threw smoke and stones more than 30 kilometres high into the air. Within minutes, the stones, lava and ashes covered the whole city. Almost 20,000 people died.

3 **Put the sentences in the correct order.**

- ☐ They tried to warn people.
- ☐ They heard a loud noise.
- ☐ The children ran up a hill.
- ☐ Phoebe told the boys about Pompeii.
- ☐ Suddenly they saw a bright light!

4 **Work in pairs. Read the sentences. Check the text and then replace the <u>underlined</u> words with more specific information.**

1 <u>They</u> often run away from natural disasters.
2 <u>They</u>'re in danger.
3 … <u>they</u> were not worried.
4 <u>They</u> ran as fast as they could …

Let's find 'natural disasters' in the text.

Here it is. Let's look. OK. It says …

Skills

1 **Read this text from a website about disasters. Write *t* (true) or *f* (false).**

1 There are natural disasters all around the world. ☐
2 Scientists can stop weather disasters from happening. ☐
3 Scientists can always warn us about volcanoes, but not about earthquakes. ☐
4 Weather and people can cause forest fires. ☐
5 There can be a lot of damage after floods. ☐

flood

Being **DISASTER SMART** can save your life!
Learn about natural disasters **NOW**

Natural disasters happen all over the world. We cannot stop them from happening. But we can learn what to do when a disaster happens.

The weather causes disasters like thunderstorms, floods, hurricanes and avalanches.

Scientists often know when weather disasters will happen. They give people warnings so they can prepare for these disasters.

Volcanoes and earthquakes are not caused by weather. Scientists have special equipment to watch volcanoes and earthquakes, but they often do not know when a volcano will erupt or an earthquake will happen. That's why volcanoes and earthquakes cause a lot of damage.

Forest fires can happen because of lightning, but sometimes they also happen when people are not careful enough and make a fire in very dry places.

Floods can be very expensive natural disasters because they cause a lot of damage. People should try not to build houses close to rivers because of the danger of floods.

avalanche

earthquake

hurricane

forest fire

2 **Work in groups. Think of a disaster you heard about. Use the questions to tell your classmates about it.**

Last year, there was an earthquake in …

- What disaster was it?
- When and where did it happen?
- What happened?
- What kind of damage was there?

Learning outcomes:
- to read for specific information
- to narrate a series of events

New language: *smart* (= aware), *forest fire, damage* (n), *flood, hurricane, avalanche, warning, cause* (v), **(WB):** *catastrophe, flames, spread, injured*

Recycled language: weather, natural features, *natural disaster, scientist, warn, earthquake, volcano, erupt / eruption, make a fire, dry, expensive*

Creative thinking: Uses own ideas for doing creative activities like retelling stories

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

Materials: poster paper, coloured pens or pencils (optional)

Warm-up

Aim: to activate vocabulary
- Write *natural disasters* on the board. Elicit types of disasters and write them around the heading (e.g. *earthquake, volcanic eruption*). Make sure you teach *hurricane, avalanche, forest fire*. Use the photos on SB page 16 to check comprehension.
- Add the weather / effects for each disaster as sub-categories to form a mind map (e.g. wind, rain, ground shaking). Students copy the mind map and add new words throughout the lesson.

1 SB p16 **Read this text from a website about disasters. Write *t* (true) or *f* (false).**

Aim: to practise scanning and skimming skills
- Read the heading and check comprehension of *smart* and *disaster smart*.
- Encourage students to predict the answers before reading.
- Set a time limit for the scanning / skimming task, e.g. two minutes.
- Students compare answers in pairs.
- Check and discuss with the class.

Stronger students: Correct the false statements.

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

2 SB p16 **Work in groups. Think of a disaster you heard about. Use the questions to tell your classmates about it.**

Aim: to practise narrating a series of events
- Brainstorm useful words for talking about natural disasters and write them in categories on the board: adjectives, nouns and verbs. Students can add the words to their mind maps from the Warm-up.
- Give students time to choose a disaster and plan what they are going to say.
- Make groups of four. Students talk about their disaster in turn.

1 WB p16 **What natural disasters are the people talking about? Write the words.**

Aim: to review vocabulary

Key: 2 an avalanche, 3 a flood, 4 a forest fire, 5 a hurricane

2 WB p16 **Read the text on page 16 of the Student's Book again. Then complete the chart below.**

Aim: to check comprehension and practise using visual organisers

Key: Caused by weather: hurricanes, floods, avalanches; Not caused by weather: earthquakes, volcanoes; Caused by people, too: forest fires; The most expensive: floods

3 WB p16 **Use the Internet to find out about one of the natural disasters below. Circle your choice and make notes.**

Aim: to practise research and note-taking skills

4 WB p16 **Write three sentences about the disaster you chose in Activity 3.**

Aim: to practise writing

Ending the lesson

Aim: to review vocabulary
- Write six key words from the lesson on the board, e.g. *forest fire, hurricane, earthquake, avalanche, warning, damage*. Students copy the words, study them and think about how to explain each one.
- Make pairs. Student A closes his/her book. Student B defines one of the words, e.g. *It's a natural disaster when snow falls down a mountain*. Student A says the word (e.g. *Avalanche!*). Then they swap roles.

Extension activity

Aim: to consolidate understanding
- Make groups of three students who chose the same type of disaster for WB Activity 3. Students create a poster about their disaster, putting together the information and pictures.
- Display the posters.

Learning outcomes:
- to listen for specific information
- to write about a disaster

New language: *news report, moor*

Recycled language: natural disasters, weather, *helicopter, fire fighter, danger, hot, dry*

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Materials: internet access for research, paper, glue (optional)

Warm-up

Aim: to review the topic of natural disasters
- Elicit what students remember about natural disasters from the previous lesson.
- Ask which disaster they think would be the most frightening to experience and why.

1 017 SB p17 Listen to a news report about a fire and answer the questions.

Aim: to practise listening for specific information
- Check comprehension of *news report* and give students time to read the questions before they listen. Tell students to listen only for answers to the three questions – they don't need to understand everything.
- Play the recording. Students make notes, then compare in pairs.

For script see TB p119.

- Play the recording again, if necessary. Check with the class.

Key: 1 Sunday, 2 five, 3 by staying at home

2 018 SB p17 Listen again and match the sentence halves.

Aim: to practise listening for specific information
- Students read and try to match before they listen again.
- Play the recording. Students compare their answers in pairs.
- Check with the class.
- Play the recording again for students to confirm the answers.

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

3 SB p17 Think of a natural disaster (real or imaginary) and write a short report.

Aim: to practise writing skills
- Read the instructions and brainstorm ideas.
- Students make notes, then swap with a partner.
- Encourage students to be positive and give feedback on content and writing (grammar, vocabulary, etc.).
- Students write the complete report.

1 006 WB p17 Listen and draw lines. There is one example. Exam skills

Aim: to practise listening for detail

For script see TB p119.

Key: Mr Roberts – the fireman with the hose, pouring water on the flames; David – the boy with the bike, on the other side of the road; Mr Richards – the taller fireman holding his helmet; William – the shorter fireman; Harry – the boy, fallen down and has hurt his knee; Helen – the girl with dark hair helping Harry

2 WB p17 Look and read. Write *yes* or *no*. Exam skills

Aim: to practise reading

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes, 7 yes, 8 yes, 9 yes

Ending the lesson

Aim: to review vocabulary from the lesson
- Begin to spell a word from the lesson, e.g. *M-O-* … Students join in and complete the word, e.g. *O-R!* Elicit a definition of the word.

Extension activity

Aim: to encourage creativity
- Students make an audio or video recording of their report from SB Activity 3. They can upload this to their online portfolio. Alternatively, students type up their report and present it to the class, as if giving a TV report.

1 017 **Listen to a news report about a fire and answer the questions.**

1 What day did the fire start?
2 How many helicopters are helping?
3 How can people help the fire fighters?

2 018 **Listen again and match the sentence halves.**

1 This is day five	a no danger to houses.
2 Fire fighters think there is	b cause big problems for the fire fighters.
3 More than 100 fire fighters	c see the fire.
4 The biggest problem	d of the fire on Saddleworth Moor.
5 Some people want to	e are on the moors.
6 These people	f is getting water to the fire.

3 **Think of a natural disaster (real or imaginary) and write a short report.**

- Think of a natural disaster you want to write a report about. Make notes about:
  – the type of disaster
  – where and when the disaster happens
  – what the disasters can do
- Read your notes to a partner. Make suggestions to help each other.
- Write your report.

This report is about forest fires. Forest fires often happen in the summer in countries which are hot and dry. Forest fires are dangerous. They can burn down trees and houses, and they can be dangerous for people too.

THE EARTH'S PLATES

Super fact!

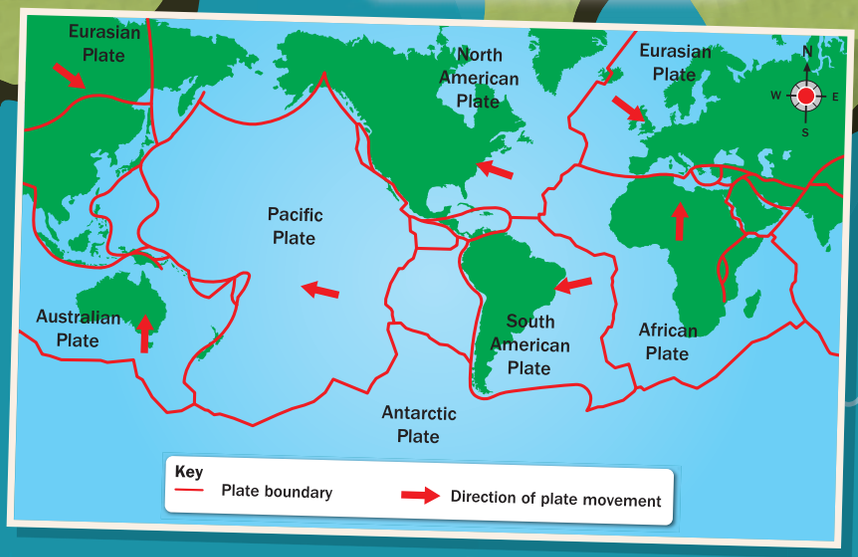
Plates can create mountains. This happens when two plates meet and the land on them moves up.

What are the Earth's plates?

1 **Read the text and look at the pictures. How do plates make natural disasters happen?**

The Earth has seven big plates and some smaller plates. Land and oceans sit on the plates and the plates move very slowly. Some big plates can move about two centimetres each year.

The arrows ➜ on the map show where the plates are moving. The line around each plate is called a boundary.



There are different kinds of plates. Oceanic Plates are under the ocean. Continental Plates are under land. Some plates, like the South American Plate, are under land *and* oceans. The Pacific Plate is the biggest plate on Earth.

Where two plates meet, a volcano can erupt.

Where plates meet, an earthquake can happen.

2 **What are the words?**

1 These plates are under the ocean. _____
2 This is the line around each plate. _____
3 These plates are under land. _____
4 This plate is under land and water. _____
5 This is when fire comes from a volcano because two plates meet. _____
6 The is when land moves because two plates meet. _____

3 **Look at the map and at maps of your country. Find out:**

- which plate you are on
- the boundary nearest to where you live
- if there are mountains there
- if there are volcanoes there
- if any earthquakes happened there.

Learning outcomes:
- to learn more about Geography through English
- to understand the role of tectonic plates in natural disasters

BIG QUESTION to be able to talk about the Big Question *What are natural disasters?*

New language: *plate* (geog.), *boundary, Oceanic / Continental plate,* **(WB):** *fiery, magma, lava, injure, melt, mudslide*

Recycled language: natural disasters, natural features, *land, centimetre, arrow*

Critical thinking: Demonstrates understanding of links between new ideas

Critical thinking (WB): Explains why things happened (e.g. cause and effect)

Materials: Physical maps of students' home country/continent, internet access (optional)

Warm-up

Aim: to introduce the topic of Geography
- Elicit where the friends in the story were (Pompeii) and the name of the volcano (Vesuvius).
- Ask *How do volcanoes form? Why do some places have a lot of volcanoes or lots of earthquakes?*

Presentation

SB p18 What are the Earth's plates?

Aim: to raise students' awareness of tectonic plates
- With books closed, play the *Think and learn* video. Ask students *What are the Earth's plates?* They tell you what they can remember (e.g. *they are parts of the Earth under land and oceans. They move slowly and can cause earthquakes and volcanic eruptions.*)

For videoscript see TB p120.
- Write questions on the board, e.g. *How many big plates are there?* (*Seven.*) *Where are most volcanos?* (*Under water.*) Play the video again and elicit answers.
- Read the *Super fact* and elicit examples of famous mountains.

1 SB p18 Read the text and look at the pictures. How do plates make natural disasters happen?

Aim: to practise reading for gist
- Students read the text and the captions to answer the question.
- Students discuss in pairs. Elicit the answer.

Key: When two plates meet, a volcano can erupt. Where plates meet an earthquake can happen.

2 SB p18 What are the words?

Aim: to consolidate comprehension of key vocabulary
- In pairs, students read the definitions and write the words.
- Check answers in open pairs.

Key: 1 oceanic, 2 boundary, 3 continental, 4 South American, 5 erupt, 6 earthquake

3 SB p18 Look at the map and at maps of your country. Find out:

Aim: to extend learning and personalise the topic
- Students work in pairs to work out the answer to each point, using the map in the Student's Book as well as maps of their own country and the Internet.

1 WB p18 Look. Complete the sentences.

Aim: to practise new vocabulary for plate tectonics

Key: 1 South American, (2 oceanic), 3 continental, 4 earthquakes, 5 erupt

2 WB p18 Read, then write where the volcanoes are found.

Aim: to practise reading

Key: 1 Mars, 2 Hawaii, 3 Iceland

3 WB p18 Read and answer.

Aim: to practise identifying cause and effect

Key: Iceland is on a plate boundary and also a hot spot.

Lesson review

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned what the Earth's plates are and how they cause natural disasters*. Students copy it into their notebooks.

Extension activity

Aim: to encourage students to apply new knowledge
- Students work in groups of four.
- They use reference books and/or the Internet to find out about an active volcano (assign different volcanoes to different groups).
- Students prepare a poster or pictures for a presentation.
- Groups take turns to present to the class.

Learning outcomes:
- to learn more about Geography through English
- to complete a project

BIG QUESTION to apply learning about plate tectonics to the Big Question *What are natural disasters?*

Recycled language: natural disasters, natural features, *plate*

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

Critical thinking (WB): Sorts and classifies objects and activities according to key features; Explains why things happened (e.g. cause and effect)

Cognitive control functions (WB): Cognitive flexibility

Materials: A3 paper (one sheet per pair of students), coloured pens and pencils, access to the Internet/encyclopaedias/ reference books about the Earth's plates; thin card, orange tissue paper (optional)

Warm-up

Aim: to review plate tectonics
- Write *plates* in the centre of the board and elicit what students can remember about the Earth's plates. Ask prompt questions, e.g. *What are plates under land / under the sea called? What happens when plates meet?*

4 019 SB p19 **Read this fact file about the Ring of Fire. Think and complete the text with words from the box. Listen and check.**

Aim: to practise reading and comprehension
- Focus on the map and ask students to find the same area on the larger map on Student's Book page 18.
- Students read and complete the fact file silently, then compare answers.
- Play the recording for students to check their answers.

For script see TB p120.

Key: 1 Plate, 2 40,000, 3 452, 4 water, 5 earthquakes, 6 volcanoes, 7 cities, 8 Millions

5 Project SB p19 **Create another fact file about the South American Plate.**

Aim: to enable students to apply what they have learned about the Earth's plates
- Make pairs. Give each pair a piece of A3 paper.
- Pairs research the South American Plate, using the Internet or printed reference material. Remind them to make notes about the points in the instructions (how big it is, earthquakes or volcanoes and cities on the plate), as well as adding other interesting facts.
- Students then write their fact files, using the example in the Student's Book as a model. They draw or stick pictures to the file.
- Pairs present their fact files to other pairs and compare the type of information they found.

4 WB p19 **Read the article in Activity 2 again. Tick ☑ the true sentences.**

Aim: to practise reading

Key: Students tick sentences 1,2 and 5.

5 WB p19 **Write the phrases in the correct place.**

Aim: to review vocabulary and practise using visual organisers

Key: Things that come out of volcanoes: solid rocks, liquid rock (lava), hot gas, hot ash; Where volcanoes can erupt: under ice, under the sea, on land; Damage volcanoes do: injure people, destroy buildings, make mudslides

6 Project WB p19 **Complete the chart with information about the South American Plate. Then draw it on the map.**

Aim: to extend the topic of the Earth's plates

7 WB p19 **Read and answer.**

Aim: to practise identifying cause and effect

Key: Possible answer: They are on a tectonic plate boundary. The mountains are the result of two plates colliding.

Lesson review

- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *researched the South American Plate and written a fact file.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

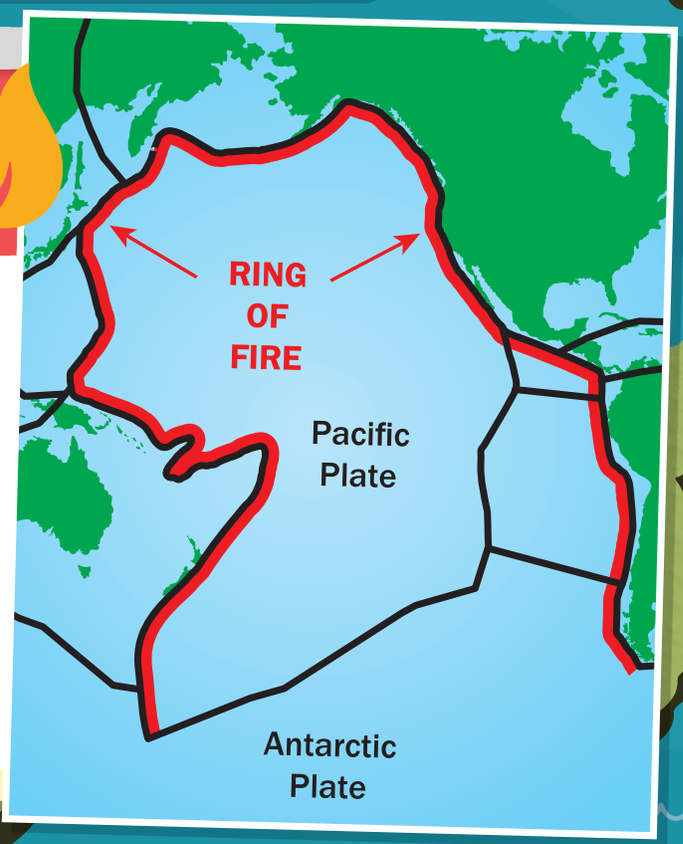
Aim: to make a model using knowledge of volcanoes
- Give each student a piece of thin grey or brown card and orange tissue paper. They make a cone shape with a hole at the top using the card and tape the sides together to form a volcano shape. They add the 'lava' using the orange tissue paper and show how it flows down the side of the volcano.
- In pairs, students use their models to explain why volcanoes are dangerous.

4 019 **Read this fact file about the Ring of Fire. Think and complete the text with words from the box. Listen and check.**

volcanoes millions 452 cities plate earthquakes 40,000 water

THE RING OF FIRE

- It's around the Pacific **(1)** _____.
- It's **(2)** _____ km long.
- There are **(3)** _____ volcanoes there.
- Most of the volcanoes are under **(4)** _____.
- About 90% of all **(5)** _____ happen in the Ring of Fire.
- Some famous and dangerous **(6)** _____ are Mount Fuji in Japan and Krakatoa in Indonesia.
- Popocatépetl volcano in Mexico is also dangerous because it is near two big **(7)** _____: Mexico City and Puebla.
- **(8)** _____ of people live near Popocatépetl.



5 Project **Create another fact file about the South American Plate.**

- Find out about the South American Plate online.
- Look for information about how big it is, and about earthquakes, volcanoes and cities on the plate.
- Make notes.
- Design your fact file.
- Find a photo or draw a picture like this.
- Add a label for the picture.

Portfolio

Time to present

A mini-talk

1 020 **Listen to a group presentation about a tornado. Put the pictures in order. Find out about it.**

2 021 **Listen again and answer the questions.**

1 What is a tornado?

2 What happened to Joplin in the USA?

3 **Give a mini-talk.**

Find out about it

- Choose a disaster and find out more about it. Possible topics are: a flood, a mudslide, an avalanche, an earthquake, the eruption of a volcano, a fire or a tsunami.
- Use books and magazines.
- Talk to people in your family.
- Go online and see what you can find on the Internet.

Prepare it

- Work in groups of four.
- Find out some important facts about the disaster. Make notes on a big sheet of paper.
- Find four different pictures and print them out. Make sure the pictures or photos are big enough for your classmates to see from a distance.
- Write your talk. Each of you should write three or four sentences about your picture. Then show it to your teacher to help you with the language.
- Correct the text. Read it often enough so that you know what you are going to say.

Present it

- Tell your classmates about your topic.
- Point to your pictures while you are talking to make it more interesting.

A tornado is a very strong wind.

It destroyed lots of buildings.

The tornado in Joplin was in 2011.

Presenting tip

You should give a talk, and not read out your text. That's why you should prepare your presentation well, so you know what you are going to say. When you talk, look at your classmates. This makes your talk more interesting.

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

New language: *tornado, mudslide, tsunami*

Recycled language: natural disasters

Creative thinking: Develops ideas through planning, research or review

Cognitive control functions: Cognitive flexibility

Materials: books, magazines, access to the Internet, A3 paper (one sheet per group of four students)

Warm-up

Aim: to review vocabulary for natural disasters
- Students write all the words related to natural disasters that they have learned in the unit. Set a time limit of one minute. Write an example on the board, e.g. *eruption.*
- Students compare their lists in pairs to see how many different disasters they have together.
- Put pairs together. They check their lists.
- Elicit all the disasters from the different groups of four.
- The groups who have written disasters that others don't have are the winner(s).

1 020 SB p20 Listen to a group presentation about a tornado. Put the pictures in order. Find out about it.

Aim: to provide a model for the mini-talks
- Elicit what students can see in the photos.
- Play the recording. Students listen to order the photos.

For script see TB p120.
- Students compare their answers in pairs.

Key: 2, 1, 3

2 021 SB p20 Listen again and answer the questions.

Aim: to give students practice with listening for specific information
- Play the recording again. Students listen to answer the questions.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Presenting tip* with the class.

Key: 1 It is a very strong wind which goes round and round very fast.
2 A tornado hit on 22nd May 2011. It took off some roofs and destroyed some houses completely.

3 SB p20 Give a mini-talk.

Aim: to prepare and give a mini-talk and collaborate with other students
- Focus students on *Find out about it*. Read the bullet points and check vocabulary.
- Make groups of four.
- Monitor students as they do their research. Set a time limit for this stage.
- Focus students on *Prepare it*. Read the bullet points with the class. Check vocabulary.
- Make sure groups follow each step in sequence. Set a time limit for this stage.
- Focus students on *Present it*. Set a task for the groups who are listening to each presentation to keep them focused, e.g. *Write down one fact about the disaster that you didn't already know.*
- Groups take turns to do their mini-talks.
- After each presentation, get feedback on the listening task.

Note: The *Present it* stage may happen over more than one lesson.

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

Aim: to review the past continuous with *while*

Key: 2 While they were watching TV, the phone rang. 3 While the volcano was erupting, the villagers were sleeping. 4 While Dad was washing up, Mum was cleaning the kitchen. 5 While the dog was sleeping, the cat was eating its food. 6 While I was walking down the street, I walked into a window.

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

Aim: to review unit vocabulary

Key: 2 smoke, 3 boundary, 4 hurricane, 5 servants, 6 avalanche

3 WB p20 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to develop self-assessment skills
- Give feedback on the mini-talks. Make general points.
- In their groups, students discuss how they will improve their mini-talks next time.

Extension activity

Aim: to practise writing
- Students choose one of the sentences they wrote for WB Activity 3 and use it as the beginning of a short story. They can complete the story for homework.

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and complete a form

BIG QUESTION to think about the Big Question *What are natural disasters?*

New language: *form, last / first name, nationality, sex, male, female, date / place of birth, passport, postal code*

Recycled language: vocabulary and grammar from the unit, *portfolio, profile*

Creative thinking: Creates texts that express personal interests, emotions, or identity

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

Materials: Digital or print portfolios

Warm-up

Aim: to raise awareness of portfolios and self-assessment
- Write *portfolio* on the board and elicit the meaning.
- Show an example of the kind of portfolio students will make, if possible.

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

Aim: to enable students to make a personal profile about themselves and their learning
- Focus students on the profile and what they write in each section.
- Students turn to the writing practice section on page 118 of the Workbook. Work through the exercises with the class.
- For a print portfolio, students copy their profile information neatly onto paper.
- For an online portfolio, students type their profile and upload it.
- Students bring a photo of themselves from home to stick in a print portfolio or upload to their online portfolio.

2 SB p21 **In his holidays, Antulio went on a summer camp. Read the form and answer the questions below.**

Aim: to give students practice reading and filling in forms
- Focus students on the form. Check they know the meaning of *M* (male) and *F* (female).
- Students answer the questions orally in pairs.
- Check with the class.

Key: 1 Antulio, 2 Mawnez, 3 5 August 2013, 4 1702, Calle San Jose, Buena Vista, Mexico, 37604, 5 Mexico, 6 37604

3 SB p21 **In pairs, ask and answer questions. Then make a form for your partner. Check their answers.**

Aim: to give students further practice with form filling
- Elicit a question for each section of the form in Activity 2.
- Students ask and answer questions.
- Read through and discuss the *Writing tip.*
- Students work individually and design a form, then swap forms and fill in their partner's form.
- Students swap forms again and check their partner's answers.

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.**

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

3 WB p21 **Look at the pictures. Imagine the man in the pictures is your neighbour, Mr Wilson. Write the story.**

Aim: to practise writing

Ending the lesson

Aim: to review the unit song
- Play the song (012) while the students listen and follow (SB page 12).
- Play the song again for students to join in.

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.
- Encourage students to talk about what they are good at, as well as what they need to improve.

Think and write

Filling in a form

1 Start a new portfolio for this year. Write about yourself in your profile.

MY PORTFOLIO

My name:
Antulio Martinez

My class:
6e

My teacher's name:
Mrs Wilkins

What my friends like about me:
I am funny and good at singing.

What I did in my holidays:
I went to Lake Louise Summer Camp.

My favourite topics:
My favourite topics are rainforests and Geography!

What I like best about my English lessons:
I like singing songs in English best!

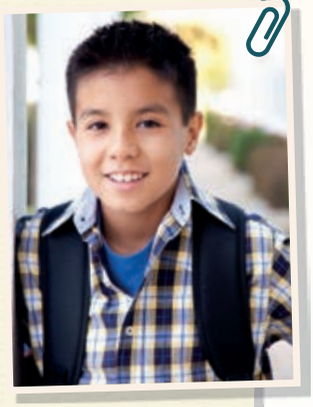
2 **In his holidays, Antulio went on a summer camp. Read the form and answer the questions below.**

1 What's his first name?
2 What's his last name?
3 When was he born?
4 What's his home address?
5 What country is he from?
6 What's his postal code?

Writing tip

When you need to fill in a form, make sure you understand what you have to write. Sometimes you can guess what the words mean, but always check with someone just to make sure.

Lake Louise Summer Camp



Last name: MAWNEZ
First name: ANTULIO
Nationality: MEXICAN
Sex: ☑ M ☐ F
Date of birth: 5 AUGUST 2013
Place of birth: MEXICO CITY
Passport no: TR 84902658
Home address (street): 1702, CALLE SAN JOSE
Town / Country: BUENA VISTA, MEXICO
Postal code: 37604

3 **In pairs, ask and answer questions. Then make a form for your partner. Check their answers.**