

5

Once in a lifetime

OBJECTIVES

Reading

- Reading comprehension – Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.
- Reading comprehension – Can understand basic information about a character's feelings in a simple story, if supported by pictures.
- Reading comprehension – Can understand basic details in simple information texts (e.g., brochures, leaflets).

Listening

- Response to spoken prompts – Can identify how much something costs in short, simple dialogues about the price of something, e.g., in a shop, if speech is slow and clear.
- Listening comprehension – Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.

Speaking

- Spoken accuracy and appropriacy – Can act out a simple role-play or dialogue with correct intonation.
- Spoken production – Can give basic information about an event (e.g., party or school event) using simple language.

Writing

- Written production – Can write short, simple texts about topics of personal relevance, given prompts or a model.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM		Grammar
climb up a tower feed a penguin fly in a helicopter fly in a hot-air balloon go camping go snorkelling hike up a mountain ride a camel see a hummingbird stay in a hotel travel by underground visit a palace	/s/, /z/ and /ɪz/ backpacks boxes camels cars suitcases tents	beak camel claws features habitat hummingbird humps insect	keep cool keep warm nectar porcupine predator spines tool wings	I have/haven't been camping. She has/hasn't visited a big city. They have never been camping. Have you ever ridden a camel? Has she ever been camping? How wide/long is the river? How long does the trip take? How much does it cost to climb up the tower?

PROJECT: PLAN THE TRIP OF A LIFETIME

Students will choose a country and research the different places you can visit there and the different experiences you can have. They will create a collage to present their trip and the class will be encouraged to ask questions to get more information about the experiences in the trips.

Materials: construction paper, photos and maps printed from the internet, glue, scissors

EXPERIMENT LAB: ANIMALS AROUND THE WORLD

Students will find out about different animals and how their bodies are adapted to the habitats they live in.

Materials: pictures of different birds, plates and cups, some objects for food (e.g., small sweets, sunflower seeds, styrofoam cubes, popped popcorn, rice, marshmallows), some tools for beaks (e.g., eyedroppers, pliers, chopsticks, tweezers, spoons, tongs, skewers)

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: BOOLEAN OPERATIVES AND IF/OR CONDITIONALS

- Students will learn how to understand Boolean operatives with *and/or/not*.
- Students will learn how to use *if/or* conditionals in information searches.

MATHS

Students will learn how to calculate the combined cost of different things.

VALUES AND SOCIAL-EMOTIONAL LEARNING: CARE FOR THE ENVIRONMENT

Students will consider their environmental impact when using different forms of transport.

CREATIVE ACTIVITIES

Imagine you and your partner are the children in the photo. Do a role-play.

A feature for students to use their imagination and role-play a short scene.

Make a digital collage about travelling.

Students consolidate new core vocabulary through creating a collage.

Use objects in the classroom and your voice to make sound effects. Say or sing the song and add your own sound effects.

An activity for students to create and add sound effects to the unit song *I dream of travelling*.

Make a shoebox model of a scene from this fable or a different fable. Write the moral on a piece of paper and attach it to your scene.

Students make a model representing a fable and label with an appropriate moral.

Act out your story in groups.

This feature occurs in this Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as learn how to manipulate the English language.

Think of a habitat. Design a new animal to live in that habitat. Draw the animal and label its special features.

Students use their artistic and imaginative skills to invent and draw an animal, as well as labelling it using unit vocabulary.

Write your article. Add a drawing of the explorer in an interesting place.

Students write their own travel article based on a role-play interview they did in the previous activity.



How can we plan the trip of a lifetime?

OPENER

Once in a lifetime

How can we plan the trip of a lifetime?

1 Look at the children in the photo. Tick the true sentences.

- 1 They're travelling on the underground. ☐
- 2 They're going to fly in a helicopter. ☐
- 3 They are talking to the pilot. ☐
- 4 They're hiking up a mountain. ☐

2 Imagine you and your partner are the children in the photo. Do a role-play.

What can you see? How are you feeling?

3 Look and complete the message. Then listen and check your answers.

flew helicopter noisy train travel window

That's the best way to 1 _____! We got into the 2 _____ at eleven o'clock and we 3 _____ for 30 minutes. We sat behind the pilot. It was 4 _____, but he talked to us through the headphones. I wasn't scared! I loved looking out the 5 _____ at the view. I saw mountains, lakes and a 6 _____. It was an amazing experience!

4 Think about a day trip or holiday you have been on. Ask and answer. Can you think of more questions to ask?

Where did you go?

When did you go?

How did you travel?

Which part of the trip did you like best? Why?

74 seventy-four

seventy-five 75

Lesson flow



Warm up



Critical thinking



Lesson objective



Presentation



Production



Practice



Production



Objective review

LESSON OBJECTIVE

I will learn about travel and plan the trip of a lifetime.

KEY LANGUAGE

fly
helicopter
noisy
train
travel
window

Warm up

- Write Yes on the left-hand side of the board and No on the right-hand side. Have students stand up. Say different modes of transport. Explain that students have to jump to the left if they have used that transport this week or to the right if they have not. Include transport they are likely and unlikely to have used.
- Assist** Before playing the game, put students into small groups. Allow groups a few minutes to brainstorm transport words. Encourage students to explain any unknown words to the other members of their groups. Play the game as described above.



CRITICAL THINKING

- Ask students *How can we plan the trip of a lifetime?* Explain that they will design an amazing trip as their final project. Ask what they will need to think about for their project. Write ideas on the board (*ideal locations, incredible experiences, etc.*).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for places, locations, experiences and transport, how to talk about the things they have and haven't experienced, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept more complex ideas in L1 and provide the English translation.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about travel.*
- **Involve** Students will learn to recall and identify what they already know about travel and learn some new language to be able to discuss those ideas in English.



CRITICAL THINKING

Presentation

- 1 Look at the children in the photo. Tick ☒ the true sentences.

(Answers: 2 and 3)

- Ask students to look at the picture and discuss with their partners where the children are and what they are doing. Activate prior knowledge by encouraging them to make full sentences using words they know. Then go around the class and ask for one sentence from each student.
- **Differentiation** Point at the picture and ask *What can you see?* (*I can see a helicopter.*). Then have students ask and answer questions about the picture with a partner (*What are the children doing? Where are they?*, etc.).
- Ask students to read the sentences. If there are any words they don't know, have them discuss with their partners and try to understand the meaning from the context and the picture. Students tick the true sentences.
- **Challenge** Have students correct the false sentences.



CREATIVITY

Production

- 2 Imagine you and your partner are the children in the photo. Do a role-play.

- Have students work in pairs and imagine they are in the photo. They should think about what they are doing and where they are going.
- **Involve** Ask students for their ideas on how to start the role-play, e.g., *I'll sit here./I'm scared!! Are you excited?*, etc.
- **Challenge** Students perform their role-play to the class. Encourage students to praise each role-play by saying *Well done!* or *Nice work!*

Practice

- 3 050 Look and complete the message. Then listen and check your answers.

(Answers: 1 travel, 2 helicopter, 3 flew, 4 noisy, 5 window, 6 train)

- Have students read the message and complete it with the words in the box.
- **Assist** Tell students to read the whole text through before they decide on the words for each gap.
- Play audio 050 for students to check their answers.
- **Extra** Have students imagine they are taking a helicopter trip above their town or city. Write questions on the board to prompt students: *Where are you above? What can you see? What is happening?* Discuss ideas as a class.



COMMUNICATION

Production

- 4 Think about a day trip or holiday you have been on. Ask and answer. Can you think of more questions to ask?

- Ask students to think about a memorable trip or holiday they have been on. Make sure they understand that this can be any length of trip – a few hours, a day or a holiday.
- **Assist** Model the questions with a more confident student before students do the activity in pairs.
- Have students work in pairs to ask and answer the questions.
- **Challenge** Students tell the class about their partner's answers.

Objective review

- Revisit the lesson objective. Say *Now I know about travel.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

Let's explore!

VOCABULARY

Let's explore!

VOCABULARY

I will learn words to talk about travel experiences.

1 Read the webpage and tick ☒ the answers. Then read again and listen.

- What is the writer trying to do?
 - explain the geography of an area ☐
 - attract visitors to an area ☐
- Circle all the different types of transport. How many can you find? ☐

Visit our WONDERFUL region!

HOME ABOUT LOGIN

THERE'S A LOT TO DO HERE:

- Travel around the region by car, train or bus.
- Do you like outdoor adventures? Here you can **go camping** in the forest, go horse riding or **hike up a mountain**.
- Take a trip to the beach. Relax by the sea or **go snorkelling**.
- Spend a day exploring the capital city. It's easy to **travel by underground** or by bus. Don't forget to **visit the palace**. You can **climb up the tower**. There are fantastic views from the top!

See a lot of amazing animals at the zoo. Would you like to **ride a camel**? This is your chance! You can **feed the penguins** in our sea animals area, and you might **see a hummingbird** in our new birdhouse.

Fly in a helicopter or in a **hot-air balloon** - see our beautiful region from the air!

IMPORTANT INFORMATION:

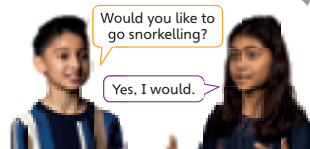
- You can buy train and bus tickets **here**.
- If you are travelling by car, you can find information about parking **here**.
- If you would like to **stay in a hotel**, you can find a lot of information **here**.

2 Complete the sentences with colour words from the webpage.

- I love walking. Let's _____ up that mountain!
- We climbed up the _____. There were 248 steps!
- When people visit a city, they often stay in a _____.
- Many cities have got an _____. This means trains can travel below the ground.

3 Make a digital collage about travelling.

4 Which things on the webpage would you like to do? Ask and answer.



5 Katie is going on holiday. She is talking to her friend. Listen and write a short answer to each question.

- When are Katie and her family going on holiday? _____
- What building does Katie want to visit? _____
- How will they travel around the city? _____
- What is Katie most excited about? _____

6 Listen to the song. What ways of travelling are mentioned? Tick ☒.

- | | | |
|--------------------------------|---------------------------------|-----------------------------------|
| train <input type="checkbox"/> | bus <input type="checkbox"/> | rocket <input type="checkbox"/> |
| car <input type="checkbox"/> | hiking <input type="checkbox"/> | zip line <input type="checkbox"/> |

7 Use objects in the classroom and your voice to make sound effects. Say or sing the song and add your own sound effects.

SONG TIME

I dream of travelling

I dream of travelling round Asia by train,
And swimming in rivers in the falling rain.
I dream of **palaces**, and pyramids, too,
And **hiking up mountains** to look at the view.

*I'd like to try so many things.
I'd like to fly with eagle's wings.
I want to do all of these things and more,
I want to explore
The world!*

I dream of zip lines above tall forest trees,
And diving and **snorkelling** far out at sea.
I dream of **flying in a hot-air balloon**.
And going in a rocket to visit the Moon!

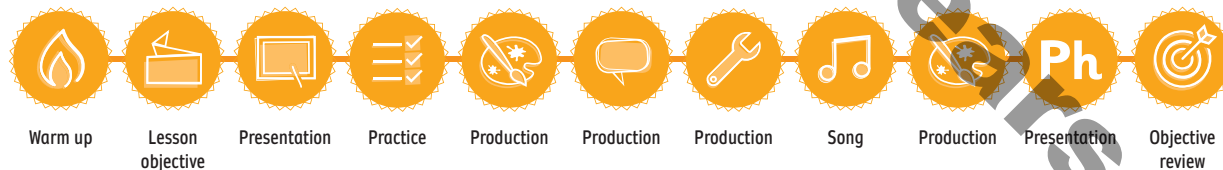
Chorus X2

8 **Ph** Listen to how we say the coloured letters. Listen again and repeat.

Jess likes backpacks and tents.
Baz likes cars and camels.
Aziz likes suitcases and boxes.



Lesson flow



LESSON OBJECTIVE

I will learn words to talk about travel experiences.

KEY LANGUAGE

Key vocabulary

climb up a tower
feed a penguin
fly in a helicopter
fly in a hot-air balloon
go camping
go snorkelling
hike up a mountain

ride a camel
see a hummingbird
stay in a hotel
travel by underground
visit a palace

Phonics

/s/, /z/, /tz/
backpacks
boxes
camels
cars
suitcases
tents

Warm up

- Ask students *How do you like to travel?* Give them time to discuss in pairs. Encourage them to make full sentences using *I like*.
- Have students write three sentences about the transport they like. Explain that one sentence must be false. Ask students to tell their sentences to a partner, who has to guess which is false.
- Challenge** Students write a reason why they like a particular mode of travel.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn words to talk about travel experiences.*

- **Involve** Students will learn new words to describe travel experiences. They will practise identifying and making sentences with these words.

Presentation

- 1 **051** Read the webpage and tick ☒ the answers. Then read again and listen.

(Answers: 1 b, 2 6 (car, train, bus, underground, helicopter, hot-air balloon))

- Students read the questions and check the answers.
- Play audio 051. Students read while they listen.
- **Challenge** Draw students' attention to the words in orange. Students work in pairs to think what each word means before writing a definition of each.

Practice

- 2 Complete the sentences with colour words from the webpage.

(Answers: 1 hike, 2 tower, 3 hotel, 4 underground)

- Students complete the sentences with the words.
- **Differentiation** Fast finishers can write their own gapped sentences for the new words for their partner to complete.



CREATIVITY

Production

- 3 Make a digital collage about travelling.

- Elicit travel experience words and write them on the board.
- Students work in pairs or small groups to create their collage on computers. They can choose a specific experience or a more general one.
- **Digital literacy** Help students to decide on effective phrases to write in their search engines to find suitable images for their collage.
- **Assist** If students do not have access to computers, provide travel magazines for them.



COMMUNICATION

Production

- 4 Which things on the webpage would you like to do? Ask and answer.

- Students discuss which travel experiences they would like to do. Encourage them to say why.
- **Monitor** While students are talking, make notes on any errors and feed back at the end.

Production

- 5 **052** Katie is going on holiday. She is talking to her friend. Listen and write a short answer to each question.

(Answers: 1 on Friday, 2 the palace, 3 ride bikes, 4 snorkelling)

- This is an exam preparation type activity for the Pearson Test of English for Young Learners: Breakthrough, Listening, Task 2 with questions (simple listening for specific details). After students have completed the task, explain this to them and ask how they found it.
- Play audio 052 while students listen.
- Play the audio again while students answer the questions.

Song

- 6 **053** Listen to the song. What ways of travelling are mentioned? Tick ☒.

(Answers: train, zip line, hot-air balloon, rocket)

- Play audio 053 while students listen. Play it again and encourage them to sing along.
- Pause the audio after each way of travelling is mentioned and check that students understand which of the items from the box it is.



CREATIVITY

Production

- 7 Use objects in the classroom and your voice to make sound effects. Say or sing the song and add your own sound effects.

- Have students play a game in pairs. They take turns to make sound effects of any item from the lesson, such as an aeroplane, for their partner to guess.



Ph PHONICS

Presentation

- 8 **054** Listen to how we say the coloured letters. Listen again and repeat.

(Answers: /s/ – backpacks, tents, /z/ – cars, camels, /ɪz/ – suitcases, boxes)

- Students will learn the sounds /s/, /z/ and /ɪz/.
- Play audio 054. Students listen and read. Ask *How do we say the letters at the ends of the words?*
- Play the audio again for students to repeat. Encourage them to emphasise sounds /s/, /z/ and /ɪz/ at the end of the words.
- **Assist** Play the *Phonics Pronunciation* video while students sit and watch quietly. Play it again and have students copy what they see and hear.

Objective review

- Revisit the lesson objective. Say *Now I can use words to talk about travel experiences.*
- **Involve** Encourage awareness of what students know by asking them what they would like to do and eliciting full sentences using the new vocabulary.

Language lab

GRAMMAR: TALKING ABOUT LIFE EXPERIENCES

Language lab

GRAMMAR: TALKING ABOUT LIFE EXPERIENCES

1 Watch the video.

2 Read. Find and circle the things that Fred has done.



I will talk about experiences I've had in my life.



Fred loves going on holiday. He's been camping a lot of times, but he's never stayed in a hotel. He's going to do that next summer. He's travelled by underground and bus, but he hasn't travelled by taxi. And he's never flown in a helicopter. He would love to do that! He enjoys sport and really likes hiking. He hasn't hiked up any mountains, but he's hiked in forests. He's never ridden a camel or fed a penguin, but he's got a donkey at home. He's ridden and fed his donkey a lot of times!

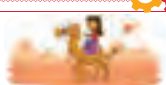


I / We / They / You	have / haven't / have never	been	camping.
He / She	has / hasn't / has never	visited	a big city.

3 Play Stop the clock. Draw lines to match the verbs.

fly	visited	travelled	see	stayed	hike
hiked	ride	flown	feed	travel	climbed
fed	climb	stay	ridden	visit	seen

Have	you / we / they	ever	been	camping?
Has	he / she		ridden	a camel?



78 seventy-eight

4 Complete the questions about Fred. Use the red words from 3. Then write Yes, he has or No, he hasn't.

- Has he ever _____ in a forest? _____
- Has he ever _____ in a hotel? _____
- Has he ever _____ a donkey? _____



5 Write questions. Then play Find someone who.

CODE CRACKER

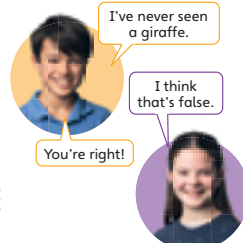
	Question	Name
1	go to (place) Have you ever been to _____?	
2	ride (animal) Have you ever _____?	
3	travel by (transport)	
4	visit (place)	
5		

6 Complete the sentences about Jo and Lee. Then write sentences about two students in your class.

CODE CRACKER

- ✓ Jo has (ride) _____ a camel and she's (visit) _____ a museum.
- ✓ Lee has (feed) _____ a deer but he hasn't (fly) _____ in a plane.
- ✓ _____ and _____ but _____
- ✓ _____
- ✓ _____

7 Write two true and two false sentences about your experiences. Can your partner guess which sentences are false?



seventy-nine 79

Lesson flow



LESSON OBJECTIVE

I will talk about experiences I've had in my life.

KEY LANGUAGE

I have/haven't been camping.
She has/hasn't visited a big city.
They have never been camping.
Have you ever ridden a camel?
Has she ever been camping?

Warm up

- Prepare four correct definitions and two incorrect definitions of the travel experience words that were introduced in the previous lesson.
- Read the definitions to the class. Students put their hands up if they think the definition is correct. Ask students to correct the two incorrect definitions.
- Extra** Students write three sentences with the travel experience words missing. Students give their sentences to a partner to guess the missing words.

Lesson objective

- Introduce the lesson objective. Say *Today I will talk about experiences I've had in my life.*

- **Involve** Students will learn to talk about their past experiences using the present perfect.

Video

1 Watch the video.

- Play the Unit 5 video. Ask students to sit and watch quietly.
- **Assist** Play the video again. Ask students these questions to check their understanding: *Has Avatar flown in a hot-air balloon? (Yes, he has.) What do they talk too much about? (toucans).*

Presentation

2 Read. Find and circle the things that Fred has done.

(Answers: been camping, travelled by underground and bus, sport, hiked in forests, ridden and fed his donkey)

- Students read the text and find and circle the activities. Students apply their knowledge of negative forms to decide which things Fred has done.
- Draw students' attention to the words before the activity, particularly *he's*. Ask students to say what they think the apostrophe + *s* is an abbreviation of.
- Point at the grammar box and ask students to check their predictions as to the apostrophe + *s* (*has*).
- Explain that for this form we use the present form of *have* with the past participle of the main verb. Refer students to the irregular verb list on pages 154–157 of the Pupil's Book.
- Remind students to use the Grammar Reference on page 150 of the Pupil's Book.

Practice

3 Play *Stop the clock*. Draw lines to match the verbs.

(Answers: fly – flown, visit – visited, travel – travelled, see – seen, stay – stayed, hike – hiked, ride – ridden, feed – fed, climb – climbed)

- Put students in pairs or small groups. Say Go and students all race to match the pairs of verbs by drawing lines. The first group to finish wins, providing all the answers are correct!
- **Monitor** Go through the pairs of verbs. If the winning group made any mistakes, then the second group to finish is the new winner.

Practice

4 Complete the questions about Fred. Use the red words from 3. Then write *Yes, he has* or *No, he hasn't*.

(Answers: 1 hiked, Yes, he has., 2 stayed, No, he hasn't., 3 fed, Yes, he has.)

- Students use the correct form of the red words to complete the questions and then write the short answers.

- **Differentiation** Write just the past participle form of the words from Activity 3 on the board for students to choose from. Refer students to the text in Activity 2 for the answers. Fast finishers can write more questions with the words from Activity 3 for a partner to answer.

CODE CRACKER

Production

5 Write questions. Then play *Find someone who*.

- Students first write the questions using the prompts. In the last question, they can use any activity they like but should not repeat any of the words already used.
- Students walk around the class asking their questions to one student at a time until they find someone who answers *Yes, I have*. They write that student's name next to the question and move on to the next question.

CODE CRACKER

Production

6 Complete the sentences about Jo and Lee. Then write sentences about two students in your class.

- **Coding Syllabus:** Students will learn how to understand Boolean operatives with *and/or/not*.
- This activity is like an internet search and students are searching for classmates that satisfy a particular condition, e.g., someone who's done two things and someone who has done one thing but not another. Students can use the information they found out in Activity 5.

COMMUNICATION

Production

7 Write two true and two false sentences about your experiences. Can your partner guess which sentences are false?

- Students write their sentences using the present perfect form.
- Students take turns to read their sentences to a partner and try to guess which of the sentences are false.

Objective review

- Revisit the lesson objective. Say *Now I can talk about experiences I've had in my life*.
- **Involve** Encourage awareness of what students can do by asking each one to tell you one of their favourite experiences they have had as they leave the class.

Story lab

READING

I will read a fable about two travellers.

- 1** Look at the pictures. What is the story about?

The travellers and the bear

by Hesop

Once upon a time, there were two travellers – an old man and a younger woman – who were on a journey around the world. One day, they were hiking through a forest. It was a very calm and peaceful place, and they could hear birds singing in the trees. 'Have you ever seen a place as beautiful as this?' asked the man.



- 2** Read and listen.

Suddenly, they heard a terrible roar and the man screamed. A huge brown bear was running towards them! 'Oh, no, a bear!' shouted the woman. 'It sounds angry!' She ran to a tree and quickly climbed up.



The man was scared and worried. 'How long does it take to climb a tree?' he thought. He couldn't climb up because he was too old and he was tired. But then he remembered an important fact. Bears aren't interested in dead animals! He lay down on the ground. Then he waited.

The bear walked towards the man and stopped. It touched the man's body with its paws. The man could feel its sharp claws and its soft fur. Then it sniffed the man's head. The man could feel the bear's hot breath on his cheek. His heart was beating fast, but he didn't move. After a moment, the bear walked away. The man was safe!



The man stood up and the woman climbed down from the tree. 'That was scary!' she said. 'What was the bear doing? Was it talking to you?' she asked.

'That's right,' answered the man.

'I don't believe it!' said the woman. 'I've never heard an animal talk! What did it say?'

'Well,' replied the man. 'It said I should find a better friend.'

'Why?' asked the woman. 'I don't understand.'

The man answered sadly, 'I was in danger, but you climbed the tree. You saved yourself and you didn't help me. A good friend doesn't do that. I think the bear is right.' And he walked on, a wiser man.

- 3** This kind of story is called a fable. What do you think is the moral? Read and tick ☒.

- a If you see a bear, climb a tree. ☐
b A good friend will always help you. ☐
c Always travel with a friend. ☐

- 4** Complete the phrases from the story.

- 1 The woman shouted, 'The bear sounds _____!'
2 The bear thought, 'He looks _____!'

- 5** Read and circle T (True), F (False) or DS (the story doesn't say).

- 1 The travellers were enjoying their trip. T / F / DS
2 They went hiking every day. T / F / DS
3 The bear wasn't very big. T / F / DS
4 The man couldn't climb the tree. T / F / DS
5 The man wasn't dead. T / F / DS
6 The woman wanted to talk to the bear. T / F / DS

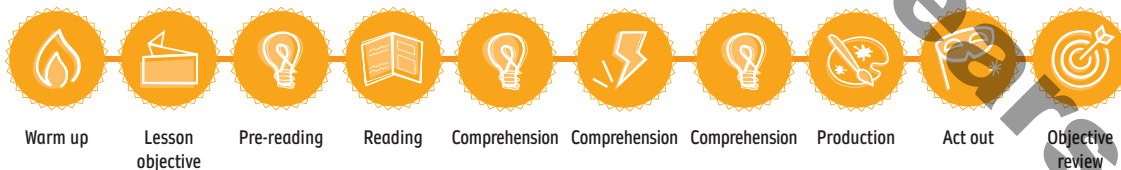
- 6** Make a shoebox model of a scene from this fable or a different fable. Write the moral on a piece of paper and attach it to your scene.

- 7** Act out your story in groups.

80 eighty

eighty-one 81

Lesson flow



LESSON OBJECTIVE

I will read a fable about two travellers.

Warm up

- Put students into small groups and provide a world map or a globe. They can look at a map app if they have got access to tablets.
- Students take turns to decide on a country. Tell them to imagine they have travelled there by plane the most direct route. The rest of the group ask questions to work out where they are, e.g., *Have you flown over the Atlantic Ocean? Have you travelled over Mexico?*, etc. Explain that we use *over* to mean *higher than*.

- Digital literacy** If students have got access to tablets or computers, they can find out what travel experiences they can have in the country they 'visited' in the game.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a fable about two travellers.*
- Involve** Students will listen to and read a traditional fable about two travellers. They will use the information in the pictures and the text to understand the story and learn about stories with a moral.

CRITICAL THINKING

Pre-reading

1 Look at the pictures. What is the story about?

(Answer: It's about two people travelling in a forest and a bear.)

- Ask students to look at the pictures and make predictions about what will happen in the story. Write their ideas on the board.
- Do not correct their predictions at this stage as they will find out when they read.

Reading

2 055 Read and listen.

- Play audio 055 and have students listen and follow the story in their Pupil's Books. Then check students' predictions from the Pre-reading task. Did any predict correctly?
- **Assist** Ask students questions to check their understanding. Point at the top picture on page 80 and ask *Why has the woman climbed a tree? (to escape a bear) Why hasn't the man climbed the tree? (because he's old and tired.)*.
- Read the story as a class and have students read a sentence each.
- **Challenge** Ask students if they think the woman's idea of climbing a tree was a good one. They may point out that bears can climb trees! Ask students if they think the man is right to be angry. Ask what the woman could have done to help.

CRITICAL THINKING

Comprehension

3 This kind of story is called a fable. What do you think is the moral? Read and tick .

(Answer: b)

- Have students discuss in pairs what a fable is (*a story that has a message about how we should live our lives, etc.*). Tell the class that the message of a fable is called the moral.
- Ask students to think about the story and decide which sentence best describes its moral.
- **Extra** Ask students if they know any other fables. Give them an example of one from their own country. Encourage them to retell the stories in pairs or small groups and say what the moral is.

Comprehension

4 Complete the phrases from the story.

(Answers: 1 angry, 2 tasty)

- Students read the story again to find the missing word for sentence 1. Tell them to use inference to complete what the bear thinks in sentence 2.

- **Extra** Tell students we use this verb + adjective form to describe input to our senses. Elicit the senses (*sight, hearing, taste, smell, touch*) and the verbs we use when describing the input to them (*look, sound, taste, smell, feel*). Have students describe things using all five verbs for their partner to guess.

CRITICAL THINKING

Comprehension

5 Read and circle T (True), F (False) or DS (the story doesn't say).

(Answers: 1 T, 2 DS, 3 F, 4 T, 5 T, 6 DS)

- Students decide if the statements are true or false or where the story does not say.
- **Assist** Tell students to find and underline the phrases in the text that give them the answers.

CREATIVITY

Production

6 Make a shoebox model of a scene from this fable or a different fable. Write the moral on a piece of paper and attach it to your scene.

- **Materials:** shoeboxes, fabric, stones, twigs and leaves, toy animals/people, models made out of construction paper
- Students work individually or in groups. They can either draw a background or find a suitable picture online or in a magazine. They then add objects in order to make their scene. They then write the moral on a piece of paper and put it within the scene.
- **Digital literacy** If students have got access to tablets or computers, they can write 'shoebox diorama' into their search engines for inspiration.

CREATIVITY

Act out

7 Act out your story in groups.

- Put students in groups and ask them to decide who plays the narrator and each character.
- Each group practises before acting out in front of the class. Encourage students to provide support and encouragement for each other.
- **Differentiation** Split the role of narrator among more confident students. Give the role of the bear to less confident students.

Objective review

- Revisit the lesson objective. Say *Now I can read a fable about two travellers.*
- **Involve** Encourage awareness of what students can do by asking them to give you a summary of the story and its moral.

Experiment lab

SCIENCE: ANIMALS AROUND THE WORLD

Experiment lab

SCIENCE: ANIMALS AROUND THE WORLD

I will find out about the different features of animals.

1 Look at the pictures and write the missing labels.

beak claws humps needles wings

2 Read and listen.

Have you ever wondered why animals around the world look so different? When explorers and scientists go to new places, they often find animals they have never seen before. Animals have got special features that help them to live in many different habitats.



← A North American porcupine
Porcupines live on every continent except Antarctica! It's got sharp spines on its body to protect it from predators. A porcupine's long claws help it to find food in forests and deserts.

A bee hummingbird

Hummingbirds live in a lot of different habitats in North and South America. They are the smallest birds in the world. Their wings move very fast, so they can stay in the same place for a long time. Like all birds, a hummingbird has got a beak. This very long, thin beak is very good for getting nectar from flowers and catching insects in the air.

A Bactrian camel

A desert is an extreme habitat. It can be very hot, very cold and very windy. A camel has got a lot of special features that help it to live there. Thick hair on its body keeps it warm or cool. Big, flat feet help it to walk on the sand. Camels have got one or two humps. Fat in the humps provides energy when there isn't any food.

3 Answer the questions about the animals' special features.

- 1 What feature protects a porcupine from predators? _____
- 2 What feature helps a camel to walk on the sand? _____
- 3 What feature helps a hummingbird to get nectar from flowers? _____

4 Think of a habitat. Design a new animal to live in that habitat. Draw the animal and label its special features.

82 eighty-two

EXPERIMENT TIME

Why have birds got differently shaped beaks?

You need:

Pictures of different birds
Plates and cups
Some tools for 'beaks'
Some objects for food

1 Look at the birds. How are their beaks different? What do the birds eat? How do they find or catch their food?

2 Choose four tools to use as 'beaks' and four foods. Make a table and write the names of the 'beaks' and the food.

	Beak 1: chopsticks	Beak 2: spoon	Beak 3:	Beak 4:
Food 1: popcorn				
Food 2: rice				
Food 3:				
Food 4:				

3 Predict and write. Which 'beak' will be best at picking up which food?

- Food 1: I think beak _____ will be best. Food 2: I think beak _____ will be best.
Food 3: I think beak _____ will be best. Food 4: I think beak _____ will be best.

4 How many pieces of food can you pick up in 30 seconds with one of the beaks? Record the number in the table. Repeat with the other foods and beaks.

5 Write your results here.

- Food 1: Beak _____ was best. Food 2: Beak _____ was best.
Food 3: Beak _____ was best. Food 4: Beak _____ was best.

6 Were your predictions right? Compare your results with other groups.

7 Look at the beaks that worked best. Can you think of birds with beaks that work in a similar way? What do these birds eat?

Watch the video about animals.

83 eighty-three

Lesson flow



LESSON OBJECTIVE

I will find out about the different features of animals.

KEY LANGUAGE

beak	hummingbird	nectar
camel	humps	porcupine
claws	insect	predator
features	keep cool	spines
fur	keep warm	tool
habitat	mammal	wings

Warm up

- Ask students to play *Word tennis* in groups or as a class. Students have to say the names of animals until someone repeats one or cannot think of another. Count how many animals they say in one attempt and then try to beat that attempt.
- Extra** Write the names of five animals students know on the board. They then have to say which animal is the odd one out. This is a critical-thinking activity and there is no right answer – students just need to be able to justify their answers. For example, write *bee*, *cat*, *elephant*, *parrot* and *frog* on the board. Students may choose *bee* because it is the only insect or they may choose *cat* because it is the only one with fur, etc.

Lesson objective

- Introduce the lesson objective. Say *Today I will find out about the different features of animals.*
- **Involve** Students will do an experiment to discover why birds have got differently shaped beaks.

Video

- Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about animals.

Pre-reading

- Point at the photos of the animals on page 82. Ask students to make sentences about them using *It looks/sounds/feels/smells + adjective.*
- **Assist** Give some model sentences and have students say which animals you are talking about, e.g., *It looks beautiful. It sounds like [make humming sound]. (the hummingbird)*

CRITICAL THINKING

Reading

- 1 Look at the pictures and write the missing labels.

(Answers: 1 needles, 2 claws, 3 humps, 4 wings, 5 beak)

- Have students label the pictures. Ask students which words they already know and encourage them to guess the meaning of the other words.
- **Assist** Allow students to use a dictionary to find out the meaning of the words they don't know.

Reading

- 2  056 Read and listen.

- Play audio 056 and have students listen and follow in their Pupil's Books.
- Answer any vocabulary queries or have other students explain any unknown words.
- **Extra** Have students identify the different habitats mentioned in the text: *desert* and *forest*. Ask them to give a definition of each (*desert: little rainfall, little vegetation, forest: a lot of trees and vegetation*).

Practice

- 3 Answer the questions about the animals' special features.

(Answers: 1 sharp spines, 2 big, flat feet, 3 (long, thin) beak)

- Read the questions together and answer any vocabulary queries.
- Have students answer the questions. Discuss the answers as a class.

- **Challenge** Have students think of another animal, write where it lives and what special features it's got.



CREATIVITY

Production

- 4 Think of a habitat. Design a new animal to live in that habitat. Draw the animal and label its special features.

- Brainstorm different habitats with the class, e.g., *desert, forest, grassland, sea, polar*, etc.
- Tell students to choose one of the habitats and create a new animal to live there. They should draw the animal and label its special features that enable it to live in the habitat. Encourage students to be as creative as they like.



COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Experiment time

Why have birds got differently shaped beaks?

- **Materials:** (per pair or group) pictures of different birds, plates and cups, some objects for food (e.g., small sweets, sunflower seeds), some tools for beaks (e.g., eyedroppers, pliers, chopsticks)
- **Differentiation** Check students' understanding by asking *What do you need? How can you do the experiment? (use tools as beaks to pick up food).*
- Students need to record what the 'food' and 'beaks' are in their tables. Encourage them to use the English word if they know it (e.g., *popcorn, sweets*), but otherwise they can write the words in L1 or draw small pictures.
- Students can work with a partner or in small groups. They make their predictions and do the experiment before recording the results. Each student should try out each type of 'beak' with each type of 'food'. Have as many 'beaks' available as possible, to minimise the time they spend waiting for their turn.
- **Assist** Work through each step with the groups. Give example answers and ask them if they agree or disagree.

Objective review

- Revisit the lesson objective. Say *Now I know about the different features of animals.*
- **Involve** Encourage awareness of what students know by showing them pictures of birds with differently sized and shaped beaks and asking what they think they eat.

At the tourist office

COMMUNICATION: ASKING FOR INFORMATION

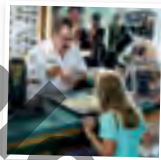
At the tourist office

COMMUNICATION: ASKING FOR INFORMATION

I will ask for information.

1 Listen and circle the correct information.

- A: Excuse me, where can we **1** go snorkelling / swim with dolphins?
- B: You can go on a boat trip at 11 a.m.
- A: Great! How long does the trip take?
- B: It's **2** 50 minutes / two hours long.
- A: Great! I'd like four tickets, please.
- B: Here you are. **3** £40 / £60, please.
- A: How much does it cost to **4** climb up / visit the tower?
- B: It's £5 for an adult and £3 for a child.
- A: Thanks. How long does it take?
- B: It takes about **5** a quarter of an hour / an hour.



3 Do a role-play. Then swap roles.

Press out role-play instructions.
Student A: You are on holiday. Ask questions.
Student B: You work in a tourist office. Answer the questions.

I'd like to fly in a helicopter. How much does it cost?

It costs ...

4 Think of two trips in your country. How long do they take using different types of transport?

The trip from Madrid to Barcelona takes ...
 six hours if you travel by car,
 two hours 30 minutes by train,
 one hour 15 minutes by plane.

How long does the trip take if you travel:
 • by train?
 • by car?
 • by bike?
 • on foot?

MATHS ZONE

- | | | |
|---|-------------------------------|-------------------|
| 1 | three adults | $3 \times 5 = 15$ |
| 2 | two adults and one child | |
| 3 | eight children | |
| 4 | three adults and two children | |

84 eighty-four

Writing lab

WRITING AN INTERVIEW

I will write an article about an interview.

1 Look quickly at the article and write the missing questions. Then read the complete interview.

- a Where would you like to go next? b Where are you now?
 c Why do you enjoy travelling? d Have you ever been to Antarctica?

Sarah Taylor, explorer

Sarah loves travelling. She lives in Canada, but she travels for eight months every year! She writes travel books and a blog. We asked her some questions.

1 _____
 I'm in the middle of the Atlantic Ocean! I'm sailing to Brazil. I've never been to the rain forest. I want to travel up the Amazon River in a boat.

2 _____
 Yes, I have. I went there last year. It's the most amazing place in the world! It takes a long time to travel there by ship. I was away from home for six months!

3 _____
 I love seeing amazing places and animals. I love taking photos of wild animals. I've got some great photos of hummingbirds and penguins.

4 _____
 I'd like to go camping in a desert. I've never ridden a camel!

2 Role-play the interview. Take notes to help you remember the explorer's answers.

3 Write your article. Add a drawing of the explorer in an interesting place.

Values Care for the environment.

4 Work with a partner. Are these types of transport good or bad for the environment? Number them from 1 (the best) to 6 (the worst) and say why.

car _____ aeroplane _____ train _____
 walking _____ bike _____ bus _____

eighty-five 85

Lesson flow



LESSON OBJECTIVE

I will ask for information.

KEY LANGUAGE

How long does the trip take?
 How much does it cost to climb up the tower?

Warm up

- Brainstorm the different tourist attractions and travel experiences that people can have in students' country. List them on the board. Call out each item on the list and have students stand up if they have been there and/or done the experience.

- Have students work in pairs with someone who has done something that they have not and ask each other questions about it.
- Extra** Do a class survey to find out which tourist attraction or travel experience they think is the best.
- Digital literacy** If students have got access to tablets or computers, they can look on a travel ratings website and find the top-ten ranked experiences in their country. Do students agree with the top-ten ranked experiences? Why?/Why not?

Lesson objective

- Introduce the lesson objective. Say *Today I will ask for information.*
- **Involve** Students will learn how to ask for information using questions with *How ...?* They will gain confidence using the new language through real-life conversations.

Presentation

- Tell the class about a famous tourist attraction or travel experience from your country. Encourage students to ask you for more information about it.
- Activate prior learning by writing *How* on the board and eliciting questions that students already know with *How*, e.g., *How old ...? How much/many ...?*, etc.
- Have students read the example question in the grammar box. Return to the famous tourist attraction or travel experience you spoke about above. Have students ask you a question from the grammar box about that.
- Remind students to use the Grammar Reference on page 150 of their Pupil's Books.

Practice

1 057 Listen and circle the correct information.

(Answers: 1 go snorkelling, 2 two hours, 3 £40, 4 climb up, 5 a quarter of an hour)

- Allow students to read the dialogue before you play the audio.
- Play audio 057 twice and have students do the task individually.
- **Assist** Pause the audio after each exchange to help students to consolidate what they have heard.

MATHS ZONE

Practice

2 Look at the prices in the dialogue in 1. Do sums to show the cost of the tower tickets.

(Suggested answers: $2 \times 5 + 1 \times 3 = 13$ or with brackets to show the order of operations $(2 \times 5) + (1 \times 3) = 13$, $3 \times 8 + 3 = 24$, $4 \times 3 + 5 + 2 \times 3 = 21$ or $(3 \times 5) + (2 \times 3) = 21$)

- Students express the word problems using figures and symbols. Make sure they know where to find the prices.
- **Differentiation** Provide the solution to similar problems for students to work out the missing numbers, e.g., $(\quad \times 5) + (\quad \times 3) = 19$.

COMMUNICATION

Production

3 Do a role-play. Then swap roles.

- Have students press out the role cards on page 169 of the Pupil's Book. This is an information gap role-play, so make sure students only look at their half of the information.
- Put students in pairs. When it is their turn to ask the questions, they should record the answers on the card. The student answering the questions has to find the information in the short text on their card.
- **Assist** Play audio 057 again as a model. Elicit the polite formal language in the dialogue (*Excuse me, please, thanks*).
- **Differentiation** Fast finishers can change the information in the responses to create a new dialogue. Have them act out the dialogue in pairs.

Production

4 Think of two trips in your country. How long do they take using different types of transport?

- Go through the information in the box with the class and ask questions with *How long ...?*
- Have students work in pairs and think of two cities in their country to research the times it takes to get between them on different types of transport.
- **Digital literacy** If students have got access to tablets or laptops, they can do their research online. Elicit what different places they can find the information they need (by car – a map app, by train – a train ticketing website, by plane – an airline website).

Objective review

- Revisit the lesson objective. Say *Now I can ask for information.*
- **Involve** Encourage awareness of what students can do by asking them questions with *How* about the information they found out in the lesson, e.g., *How long does it take to get from X to Y by car?*

Writing lab

WRITING AN INTERVIEW

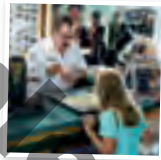
At the tourist office

COMMUNICATION: ASKING FOR INFORMATION

I will ask for information.

1 Listen and circle the correct information.

- A: Excuse me, where can we **1** go snorkelling / swim with dolphins?
- B: You can go on a boat trip at 11 a.m.
- A: Great! How long does the trip take?
- B: It's **2** 50 minutes / two hours long.
- A: Great! I'd like four tickets, please.
- B: Here you are. **3** £40 / £60, please.
- A: How much does it cost to **4** climb up / visit the tower?
- B: It's £5 for an adult and £3 for a child.
- A: Thanks. How long does it take?
- B: It takes about **5** a quarter of an hour / an hour.



3 Do a role-play. Then swap roles.

Press out role-play instructions.
Student A: You are on holiday. Ask questions.
Student B: You work in a tourist office. Answer the questions.

I'd like to fly in a helicopter. How much does it cost?

It costs ...

4 Think of two trips in your country. How long do they take using different types of transport?

The trip from Madrid to Barcelona takes ...
 six hours if you travel by car,
 two hours 30 minutes by train,
 one hour 15 minutes by plane.

How long does the trip take if you travel:
 • by train?
 • by car?
 • by bike?
 • on foot?

MATHS ZONE

- | | | |
|---|-------------------------------|-------------------|
| 1 | three adults | $3 \times 5 = 15$ |
| 2 | two adults and one child | |
| 3 | eight children | |
| 4 | three adults and two children | |

84 eighty-four

Writing lab

WRITING AN INTERVIEW

I will write an article about an interview.

1 Look quickly at the article and write the missing questions. Then read the complete interview.

- a Where would you like to go next? b Where are you now?
 c Why do you enjoy travelling? d Have you ever been to Antarctica?

Sarah Taylor, explorer

Sarah loves travelling. She lives in Canada, but she travels for eight months every year! She writes travel books and a blog. We asked her some questions.

1 _____
 I'm in the middle of the Atlantic Ocean! I'm sailing to Brazil. I've never been to the rain forest. I want to travel up the Amazon River in a boat.

2 _____
 Yes, I have. I went there last year. It's the most amazing place in the world! It takes a long time to travel there by ship. I was away from home for six months!

3 _____
 I love seeing amazing places and animals. I love taking photos of wild animals. I've got some great photos of hummingbirds and penguins.

4 _____
 I'd like to go camping in a desert. I've never ridden a camel!

2 Role-play the interview. Take notes to help you remember the explorer's answers.

3 Write your article. Add a drawing of the explorer in an interesting place.

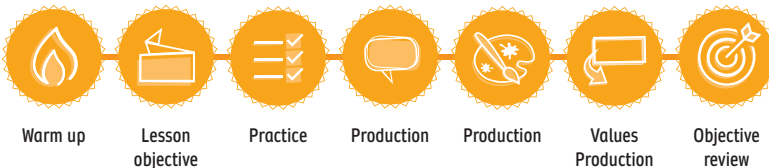
Values Care for the environment.

4 Work with a partner. Are these types of transport good or bad for the environment? Number them from 1 (the best) to 6 (the worst) and say why.

car _____ aeroplane _____ train _____
 walking _____ bike _____ bus _____

85 eighty-five

Lesson flow



LESSON OBJECTIVE

I will write an article about an interview.

Warm up

- Write answers to questions on the board. They could be questions about yourself or general questions, e.g., your name, your nationality, today's weather, the name of the town where you live, etc. Elicit the questions to go with each answer from the class.
- Have students then play the same game in pairs.

- Digital literacy** If students have got access to tablets or computers, have them look for interview articles with their favourite sportsperson or TV personality.

Lesson objective

- Introduce the lesson objective. Say *Today I will write an article about an interview.*
- Involve** Students will learn to write an article about an interview. They will gain confidence through scaffolded writing tasks, to enable them to role-play an interview and take notes before writing their article.

Practice

1 Look quickly at the article and write the missing questions. Then read the complete interview.

(Answers: **1** b, **2** d, **3** c, **4** a)

- This is a skim-reading exercise. Tell students that skimming means to read very quickly to look for key information, in this case answers to the questions.
- **Assist** Have students read each of the questions before they do the activity and tell them to note down key words they think will be in the answers. Then have them skim the text for the key words that they noted down.
- Have students read the complete interview.

COMMUNICATION

Production

2 Role-play the interview. Take notes to help you remember the explorer's answers.

- Making notes is the main writing focus here, but encourage students to get into role and enjoy the activity.
- Start with a 'hot-seating' activity. Explain that you are a famous explorer and that you are giving a press conference (explain what that is, if necessary). The students are the journalists. Let them put up their hand and ask you questions. Give interesting answers, with added detail, getting into character as much as possible.
- **Challenge** Ask more confident students to volunteer to take over from you as the explorer.
- When you think students are ready, let them do the role-play interview in pairs and make notes.
- **Monitor** Go around the class listening to the interviews and assist with any queries.

CREATIVITY

Production

3 Write your article. Add a drawing of the explorer in an interesting place.

- Students use the notes they took in Activity 2 and turn it into an article about an interview. Tell them to use the text in Activity 1 as a model.
- Tell students to draw a picture of their explorer in an interesting place. They could download and print a photo of a dramatic location from the internet and stick their explorer picture on it.
- Have students exchange their finished interview articles to peer review.
- **Extra** Create a class book or magazine of all the interview articles and pictures for the class to read and share.

Values

Production

4 Work with a partner. Are these types of transport good or bad for the environment? Number them from **1** (the best) to **6** (the worst) and say why.

- This values activity is about caring for the environment. Students consider their and others' impact when they travel.
- Students work in pairs and rank the forms of transport in terms of their environmental impact. There is no correct order, but *car* and *plane* should be ranked high and *walking* and *bike* low.
- **Challenge** Students use a dictionary to find out the meaning of the following words and expressions: *environmental impact*, *carbon footprint*, *offset*. Have a class discussion about what we can do to reduce our environmental impact when travelling. Discuss their carbon footprints and what people can do to 'offset' their carbon emissions when they do need to travel by plane (plant trees, invest in environmental projects, fly economy rather than first class, etc.).

Objective review

- Revisit the lesson objective. Say *Now I can write an article about an interview*.
- **Involve** Encourage awareness of what students can do by having them read a section of their instructions out loud.

Project and Review

PLAN THE TRIP OF A LIFETIME



PROJECT AND REVIEW

Plan the trip of a lifetime

Step 1

Research

What country would your group like to go to?

- ☐ Find out about interesting places to visit around the world.
- ☐ Talk about things you have never done and would like to do. Find out where you can do these things.
- ☐ Choose a country that your group would like to go to. Search the internet to find out about amazing experiences you can have there. You can look at tours on travel websites to get ideas.
- ☐ Make a list of your ideas.

I've never hiked up a big mountain. I'd like to do that.

If we go to Australia, we can visit the Great Barrier Reef.

I've never been snorkelling. I'd like to see a lot of amazing fish!

Step 2

Plan

How can you plan your tour?

- ☐ Decide what places you will visit and in what order.
- ☐ Find a country map and mark the places you are going to visit.
- ☐ Decide how you will travel and draw your route on the map.
- ☐ Find pictures of the places you want to visit.
- ☐ Find out information about each trip. How can you travel? How far is it? How long does it take? How much does it cost?

Sydney Harbour Bridge

Three Sisters

Let's go to Sydney first and climb up the Harbour Bridge!

OK. Then we can travel to the Blue Mountains and visit the Three Sisters rocks. They look amazing!

Step 3

Create

Make a collage about your trip.

- ☐ Write information about the trips and the places you're going to visit, and activities you can do there.
- ☐ Glue the map, pictures and information onto a large sheet of paper.

Rottneest Island, near Perth, Australia

It takes 45 minutes to get there by boat. You can ride bikes around the island. There are a lot of beautiful beaches. You can see quokkas, but you mustn't feed them!

Step 4

Show and tell

Display your presentation in the classroom.

Look at all the groups' presentations. Take notes. Tell your group what you like best about each tour.

I've never explored an island, so I'd love to go to Rottneest Island.

Now I can ...

- ... use words to talk about travel experiences.
- ... talk about experiences I've had in my life.
- ... ask for information.
- ... write an article about an interview.

86 eighty-six
eighty-seven 87

Lesson flow

Warm up

Lesson objective

Step 1

Step 2

Step 3

Step 4

At home

Now I can

Objective review

LESSON OBJECTIVE

I will plan the trip of a lifetime.

Warm up

- Have students play a sentence chain game in groups. One student starts by saying a past experience, e.g., *I've been to the Andes*. The next student repeats the sentence and adds another, e.g., *I've been to the Andes and I've hiked across a desert*. They carry on adding new sentences until someone forgets the chain. Repeat a few times until there's a winner.

- Monitor** Listen as students make their sentences and correct use of the present perfect where necessary.

Lesson objective

- Introduce the lesson objective. Say *Today I will plan the trip of a lifetime*.
- Involve** Students will plan a trip of a lifetime. They will use the language learnt from the unit to understand how to complete their project and present it to the rest of the class.

150

Step 1

Research

- Students work in groups. Ask them to brainstorm ideas of countries around the world that they would like to visit.
- Have them vote which of the countries they have listed they would most like to go to and choose the most popular suggestion in their group.
- Students now research amazing experiences that they can do in their chosen country.
- **Digital literacy** Have students think of effective and appropriate sentences to put in their search engines to get the information that they need. They can also go on travel review websites or apps.

Step 2

Plan

- Have students find maps online or use map apps of the countries that their group chose, then print them out and enlarge them. If possible, find maps that have the major cities and places marked on them.
- **Assist** To find the maps, search online for the country name and then click on 'images' (this is likely to give a simpler map than you would get if you click on 'maps').
- If students have found set tours of their country advertised online, they may wish to use one of those, but encourage them to customise it, e.g., adding more places to the tour.
- Have students think about how they are going to travel from place to place and note down information about each experience they find to do on the trip.

Step 3

Create

- **Materials:** construction paper, photos and maps printed from the internet, glue, scissors
- Students now think how to design their collage. They could make the map of their chosen country central to the collage with photos of the places and experiences that they have researched online overlaid. Have each member of the group write captions for each of the photos.
- **Digital literacy** If students have got access to tablets or computers, they could make their collages digitally using design software.
- **Monitor** Go around the class and listen to students' ideas and learn about their trips.



COLLABORATION

Step 4

Show and tell

- Students present their collage to the rest of the class.

- **Involve** During each presentation, the rest of the class makes a note of the things that they like about the presentation as well as two questions they would like to ask about the trip. Tell them to write at least one of their questions with *How ...?*
- Students say what they like about each presentation before they ask their questions.
- **Extra** Have students imagine that they have been on one of the trips. They take turns to describe what they have done and seen, etc. and a partner has to guess which trip they went on.

At home +

Find out about the travel experiences of your friends and family. Write labels and add them to a world map.

- Students ask friends and family members about the best or the most memorable trip they have taken. They make notes on sticky labels about where they have been. Create a class map of the world and put the sticky labels on the countries. See how many different countries family and friends of students have travelled to.

Now I can ...

- Show students the *Now I can ...* box and read the sentences. Have students repeat, then ask questions to check understanding, e.g., *Can you talk about experiences you have had?*
- **Involve** Ask students to consider how they feel about these statements. Explain that if they feel confident about a statement, they can stick on the light bulb sticker. If they do not feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do.
- **Monitor** Go around the class and have students choose and say the statement they are the most confident about. Make notes of the statements that the fewest students choose and make sure you revise the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can plan the trip of a lifetime.*
- **Involve** Encourage awareness of what students can do by having them show you their trip and ask questions about the different experiences.

Assessment pack

- For grammar and vocabulary assessment, have students complete the Practice and Unit Tests in the Assessment Pack.

Pearson English Portal Games

Go to the Pearson English Portal Presentation Tool, choose the unit and the Project and Review lesson for a Class game.

Activity Book answer key and notes

UNIT 5: ONCE IN A LIFETIME

1 Label the pictures.

(Answers: 1 helicopter, 2 underground, 3 train, 4 pilot, 5 mountain, 6 lake)

2 Unscramble the words and complete.

(Answers: 1 underground, 2 windows, 3 view, 4 noisy, 5 travel)

3 030 Listen and check the answers to 2.

4 Complete using the code.

(Answers: 1 on, off 2 backpack, off)

- Students will learn to recognise a pattern.

Let's explore!

1 Read and sort.

(Answers: on land: go camping, go up a mountain, visit a palace, climb up a tower, stay in a hotel, in the sea: go snorkelling, in the air: fly in a helicopter, fly in a hot-air balloon, with animals: ride a camel, feed the penguins, see a hummingbird)

2 Read the clues and circle the activity.

(Answers: 1 c, 2 b)

3 Ask and answer with a partner.

- Allow students to take notes before they answer the questions. Remind them that they have to give reasons for their answers.

4 031 Write the words in the table based on the end sounds /s/, /z/ or /ɪz/. Then listen, check and repeat.

(Answers: /s/: backpacks, mountains, tents, /z/: camels, cars, donkeys, /ɪz/: boxes, buses, palaces, suitcases)

Language lab

1 Write the correct form of the verbs in brackets.

(Answers: 1 climbed, 2 hiked, 3 stayed, 4 flown, 5 ridden, 6 seen, 7 fed)

- Refer students to the irregular verb list on pages 154–157 of the Pupil's Book if necessary.

2 Ask and answer the questions in 1.

- Students work with a partner to ask and answer the questions in Activity 1. Encourage students to ask Past Simple questions to get more information.
- If necessary, allow students to use the Grammar Reference on page 150.

3 Read and complete the things that Lilian has and hasn't done.

(Answers: 1 climbed up, 2 visited, 3 gone, 4 travelled, 5 fed, 6 ridden, 7 seen)

4 Look at the table and complete the questions and answers.

(Answers: 2 Has, travelled, Yes, he has., 3 Have, visited, Yes, they have., 4 Has, ridden, No, she hasn't., 5 Have, seen, Yes, they have., 6 Has, flown, No, he hasn't., 7 Have, fed, Yes, they have., 8 Has, stayed, No, she hasn't., 9 Have, stayed, Yes, they have.)

5 Talk about what the people in 4 have and haven't done.

- Students use the information in the table to ask and answer questions with a partner.

6 Write three things from this lesson you've done and three things you've never done.

- Students look at all the experiences from the Language lab lesson in the Activity Book and the Pupil's Book (pages 78–79). Have them write three things they have done and three they haven't done.

7 Tell your partner about your lists in 6.

- Ask students to work with a partner and use the information in Activity 6 to tell them what they have and haven't done.
- Encourage students to ask Past Simple questions to get more information about the things their partner has done.

Story lab

1 Read *The travellers and the bear* again. Then number the events in order.

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

2 Complete with *woman*, *man* or *bear*.

(Answers: 1 man, 2 woman, 3 woman, 4 man, 5 man, 6 bear, 7 man, 8 bear, 9 bear, 10 woman, 11 man)

3 Read and solve the maths problems.

(Answers: 1 175 kilograms, 2 155 kilograms, 3 in April)

- Students will use multiplication, division and addition to solve maths problems.

4 Read the title of Aesop's fable and circle what you think the fable is about. Then skim the story and check.

(Answer: c)

- Ask students to explain the difference between a fable and a moral (*a fable is a short story and a moral is the message of the short story that usually tells us how to live our lives or behave with other people*).

- Students read the title of the fable and predict what it is about. Then have them predict with a partner what the moral might be.
- Students read the fable to check their answers.

5 Read the fable and write the moral.

6 Create a cartoon based on the fable *The Dog and the Bone*.

- Have students think of the four most important parts of *The Dog and the Bone*.
- Students draw what happens in the four most important parts of the fable.

Experiment lab

1 Read the definitions and write the words.

(Answers: 1 beak, 2 claw, 3 hump, 4 wing, 5 fur)

2 Do the quiz. Circle a or b.

(Answers: 1 a, 2 b, 3 b, 4 a, 5 b, 6 b, 7 a, 8 b)

3 Read, look and match.

(Answers: 1 fish, 2 worm, 3 rabbit, 4 nuts and seeds)

- Direct students to the four photos of the birds. Elicit what birds they are. Then have students read and match the birds to the food.

Experiment time

1 Write the tools you used as beaks. Use a dictionary if needed.

- Discuss with students the importance of recording results during experiments. Then have students complete the table with information about their experiment and the results.

2 Tell your partner the tools that worked the best for the food you chose.

- Have students work with a partner. Students tell their partner about their experiment. Encourage them to talk about the food they used, the tools that worked the best and the tools that weren't useful.

3 Write your report.

- Students use all the information they learnt from their experiment to write their report.

At the tourist office

1 Complete the conversation.

(Answers: 1 can, 2 can't, 3 long, 4 hours, 5 child, 6 like, 7 Thank)

2 032 Listen and check the answers to 1.

- Have students role-play the conversation with a partner. When they have finished, ask them to swap roles.

3 Read and complete. Then ask and answer about the tours.

- Students read the example information card. Then have them complete the second information card with their own ideas.

4 In pairs, role-play buying tickets for the activities in 3.

- Students work with a partner to ask and answer about the activities in Activity 3. Remind them to use the questions in Activity 1 to help them.

Writing lab

1 Read the interview. Write the questions and match the photos.

(Answers: Have you ever been to the desert? b, Where are you now? a, Why do you enjoy travelling? c)

- Students read the article and match the pictures. Encourage students to explain any unknown words to their classmates.

2 Write another paragraph for the interview above.

3 Make some flag bunting with countries you have visited or want to visit.

PROJECT

1 Complete for your group.

- Students think about the project they completed in their Pupil's Book and answer the prompts.

2 Complete your project report.

- Students read the example project report before writing about their own trip of a lifetime.

3 Create a short video about your trip of a lifetime.

- If the technology is available, have students create a short video about their trip of a lifetime. Encourage them to use the information in their project report and any props from the country they will visit to help them.

REVIEW

1 Unscramble and write the travel experiences.

(Answers: 1 ride a camel, 2 fly in a hot-air balloon, 3 go camping, 4 hike up a mountain)

2 Match to make questions.

(Answers: 1 c, 2 e, 3 b, 4 a, 5 d)

- Students work with a partner to ask and answer the questions. Encourage them to ask Past Simple questions to get more information.

3 Complete the questions and answers.

(Answers: 1 Have, ridden, have, 2 Have, been, haven't, 3 Has, flown, hasn't, 4 Have, stayed, have, 5 Have, been, have)

4 Ask and answer.

- Students work with a partner to ask and answer the questions.