

CLIL Objective

Understanding complex family relationships.

Curricular link: Social Science

Language Objectives

Vocabulary: mother, father, brother, sister, aunt, uncle, cousin, half-sister/brother, step-sister/brother, step-mother/father, grandmother, grandfather, child, grandparents; village

Structures: *I've got a (brother). His name's (Josh). I'm an only child. I've got an older (sister). Her name's (Carol). I've got a half-sister and a step-brother. She's Sam's half-sister. How many brothers and sisters have you got? Do your grandparents come from a small village?*

Resources: CD; poster (side A); poster pop-outs

MY FAMILY HISTORY**Presentation**

Say: *Today we are going to learn about family relationships. Revise the members of the family. When revising brother and sister, explain the difference between step-brothers/sisters and half-brothers/sisters. Ask the children if they have got any step or half-brothers or sisters.*

Show the children the poster (side A). Hand out the pop-outs and describe the family. Ask the children to place the pop-outs of Sam's family on the poster as you name them: *Who's got the pop-out of John Jones? That's Sam's father.* Continue with the other members of the family: *Sally Jones (Sam's granny); Katie Jones (Sam's aunt); Luke Jones (Sam's brother); Robert Salmon (Sam's cousin); Molly Salmon (Sam's cousin); Jane Davis (Sam's step-mother); Rose Jones (Sam's half-sister); Mark Davis (Jane's dad); Tony West (Sam's step-brother)*

When you have completed the family tree ask questions about the relationships. T: *Who is (Tony's) (dad)?* S1: *(George West).* T: *Who is (Tony's) (step brother)?*

Work with the book**Student's Book, page 55, Activity 1**

Say: *Open your books at page 55. Look at Activity 1. Look at the four pictures. We can see four children. What are their names?* SS: *Eve, Sam, Clare and Paul.*

Ask volunteers to read the pieces of information out loud. Play **Track 2.7**. The children listen and point to the photos. Play **Track 2.7** again. Ask the children to identify who is speaking. Check the answers by asking: *Who is the (first) message from?* SS: *It's from (Eve).* Ask other questions to

practise the family vocabulary: *Has (Eve) got a (brother)?* SS: *Yes, she has.* T: *What's (Sam's) (half-sister's) name?* SS: *(Her) name's (Rose).* T: *How old is (Clare's) (younger sister)?* SS: *(She's) (five).*

ANSWER KEY

See Tapescript, page 235

Student's Book, page 55, Activity 2

Say: *Look at Activity 2.*

Ask a volunteer to read the email out loud.

Draw a chart on the board with three columns and write: *small village, town* and *city* at the top of the columns.

Ask: *Where do your grandparents come from?* S1: *My (mum's mum) comes from (a small village). My (mum's dad) comes from (a city).*

Write *grandmother* and *grandfather* in the correct columns. Explain that *grandmother* and *grandfather* is a more formal way to say *granny* and *grandad*.

Tell the children to do the survey. When they have finished, add up the number of people for each column and write the total at the bottom. Discuss the results of the survey.

Transcript

Track 2.7 Activity 1

See page 235.

Optional Activity Book exercises

See page 235.

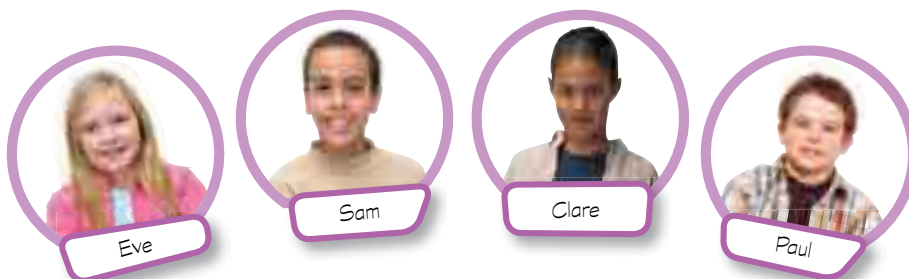
Practice

Divide the class into groups. The children take turns asking and answering questions about their cousins: *How many cousins have you got on your father's side? How many on your mother's side. How many altogether?*

Find out who's got the most cousins in the class. Explain that we sometimes talk about second cousins where the relationship is removed by one generation.

***Note:** The children will need to bring two photos of themselves for the next class: one recent photo and one from when they were very young.

1 Listen and name the people. Who are the messages from?



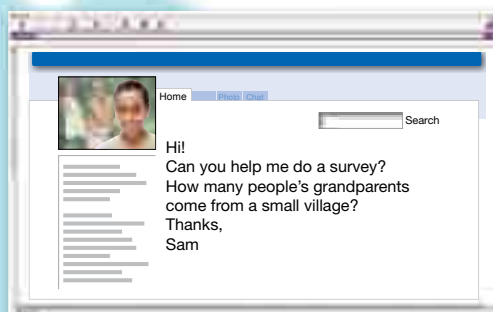
| | | | |
|--|--|--|---|
| <p>From: ?</p> <p>To: Homework Club</p> <p>Re: Family information</p> <p>I've got a brother. His name is Josh and he's 14 years old.</p> | <p>From: ?</p> <p>To: Homework Club</p> <p>Re: Family information</p> <p>I haven't got any brothers or sisters. I'm an only child. I have got lots of cousins!</p> | <p>From: ?</p> <p>To: Homework Club</p> <p>Re: Family information</p> <p>I've got two sisters. My older sister is 15. Her name is Marion. My younger sister is 5. Her name is Carol.</p> | <p>From: ?</p> <p>To: Homework Club</p> <p>Re: Family information</p> <p>I've got a brother. His name is Luke and he's 9. And I've got a half-sister. Her name is Rose. She's 6 months old. Then I've got a step-brother. His name is Tony and he's 11. And I've got a step-sister. Her name is Mary and she's 8.</p> |
|--|--|--|---|

Who's Rose?

She's Sam's half-sister.

- Ask questions about the families.

2 Read the email and do a class survey.



Do your grandparents come from a small village?

Yes, they do.
No, they don't.

Lesson 1

CLIL Objective: Understanding complex family relationships.



Children become aware of the diversity of families.



Encourage the children to talk about their own families, in particular their grandparents.

My family history

6

1 Complete the definitions.

step-mother half-sister father cousin ~~uncle~~ aunt grandmother mother

My uncle is my mother's brother.

My half-sister
is my father's and my
step-mother's child.

My step-mother is my step-sister's mother.

My father is my cousin's uncle.

My grandmother is my aunt's mother.

My cousin is my aunt's child.

My mother is my uncle's sister.

My aunt is my cousin's mother.

2 Write about your family. Student's own answers

How many brothers and sisters have you got?

Have you got a step-mother or step-father?

Have you got any step-brothers or step-sisters?

How many cousins have you got?

How many aunts and uncles have you got?

I've got _____.

I haven't got _____.

Lesson 1

55



Children identify the names for different members of a family and complete the definitions.



Children review grammar structures and the target vocabulary by writing a paragraph about their family.

Activity Book

Page 55, Activity 1

Say: *Open your Activity Books at page 55. Look at Activity 1.*

Read the first sentence out loud. Point to the relationships on the poster and make reference to Sam's family if necessary.

Read the rest of the sentences and ask volunteers to complete the sentences orally.

Tell the children to complete the sentences in their Activity Books.

Page 55, Activity 2

Say: *Now look at Activity 2.*

Read the first question out loud and ask volunteers to answer.

Repeat the procedure with the other questions.

Tell the children to answer the questions in their Activity Books.

Let's play!

Picture memory

The children work in groups. Display the poster with the pop-outs in place, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the family members they can remember from the poster. The group with the longest list wins.

Resources

Multi-ROM

Unit 6, Vocabulary 1

Transcript



Track 2.7 Activity 1

Narrator:

Tell me about your family, Paul. How many brothers and sisters have you got?

Paul:

I haven't got any brothers or sisters. I'm an only child. But I've got lots of cousins!

Narrator:

Thanks, Paul. How about you, Clare?

Clare:

I've got two sisters. My older sister is 15. Her name is Marion. My younger sister is 5. Her name is Carol.

Narrator:

Thanks Clare. And you, Eve? Can you tell me about your family?

Eve:

Well, I've got a brother. His name is Josh and he's 14 years old.

Narrator:

Thanks, Eve. And now you, Sam? Have you got a big family?

Sam:

Yes, I have! Are you ready for this? I've got a brother. His name is Luke and he's 9. And I've got a half-sister. Her name is Rose. She's 6 months old and she's adorable! Then I've got a step-brother. His name is Tony and he's 11. And I've got a step-sister. Her name is Mary and she's 8. It's a bit complicated!

Anticipating difficulties

One of the themes for this unit is describing families and family relationships. Many children today live in family units which are more complex than the standard nuclear family. You may need to help the children describe these complex relationships such as half and step siblings, step-parents and even grandparents. A half-brother or sister is one with whom we share one parent. A step-brother or sister is not a blood relation.

You will need to exercise your discretion in asking the children to describe their family structures, especially in the case of adopted children and children from single parent families. These matters are not taboo these days but they are still sensitive areas for some children.

CLIL Objective

Interpreting graphs about changes in physical appearance.

Curricular link: Maths; Science

Language Objectives

Vocabulary: tall, centimetres, old

Structures: *When Paul was two, he was 84 cm tall. I'm 120 cm tall. I was 84 cm tall. I'm in year 5. I was in year 2. I'm 10 years old. I was 6 years old. My teacher's name is... My teacher's name was... My favourite... is... My favourite... was...*

Materials: two photographs of each child

GRAPHS: CHANGES IN PHYSICAL APPEARANCE

Presentation

Help the children to reflect on changes in their lives and on the fact that they are bigger and taller now than when they were younger.

Ask a volunteer: *What year are you in? What year were you in last year? Are you taller than the children in year 4? How old are you? How tall are you?*

Ask another volunteer the same questions and then ask the two volunteers to ask each other the questions.

Go round the class asking questions: *What year were you in last year? Were you shorter or taller than you are now?*

Work with the book

Student's Book, page 56, Activity 3

Say: *Open your books at page 56. Look at the graphs in Activity 3.*

Draw a graph on the board to explain that the age is given along the bottom of the graph and the height up the side of the graph.

Use this graph to explain how to interpret the information. Say: *I am (30) years old.* Write the number on the bottom of the graph. Say: *I am (1 metre 75 cm) tall.* Write the numbers 160, 170 and 180 up the side of the graph and then mark the appropriate point. Then write (15) on the bottom of the graph and say: *When I was (15) I was (1 m 60 cm) tall.* Mark the appropriate point on the graph.

Say: *Now look at the graphs in your books. Look at the first graph. How tall was this child when he/she was (3)?* SS: *(100 cm) tall.*

Repeat the procedure with the other graphs.

Ask volunteers to read the sentences out loud. Ask the other children to say which child they refer to.

Ask questions: *How tall was (Sam) when he was (five)?* SS: *(He) was (112 cm) tall.*

Student's Book, page 56, Activity 4

Say: *Look at Activity 4. Now we are going to make an index card. Did you bring in your photographs? Look at the index cards.*

Tell the children to take out their photographs and make cards for themselves and then to talk about them. If any children have forgotten their photographs, they can draw pictures. S1: *In this photograph I am (10) years old. I'm (120 cm) tall. I am in year 5. My teacher's name is... My favourite (colour) is (red). In this photograph I was (5) years old. I was (110 cm) tall. I was in year (1). My teacher's name was... My favourite (game) was (football).*

Optional Activity Book exercises

See page 239.

Practice

Ask the children to stand in a line of descending heights. Ask one of the children to say what position he/she is in. Then ask: *Is that the same position as last year?*

S1: *No, I was taller than (David) last year.*

Repeat the procedure with different children.

Explain that people grow at different rates and different times.

Project Quest: *Were people shorter in your family 100 years ago?*

Write the question on the board. Ask the children to ask the older members of their family at home and make a note of the answers for the Speaking project in Lessons 8 and 9.

***Note:** The children need to find out about one of their grandparents for the next class: where and when they were born and their full name.

ANSWER KEY

Student's Book, Activity 3

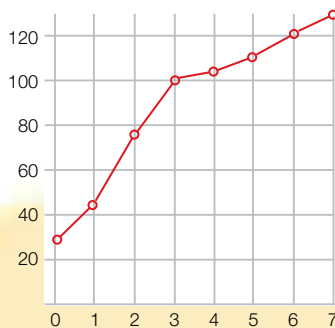
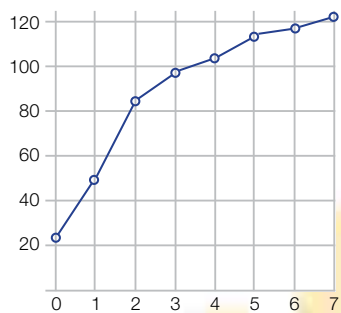
Graph 1: Paul

Graph 2: Eve

Graph 3: Clare

Graph 4: Sam

3 Read and find the growth lines.

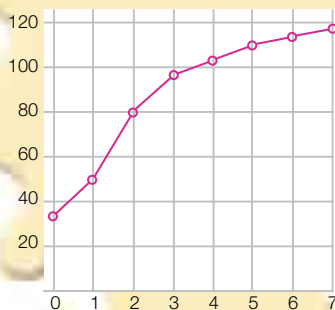
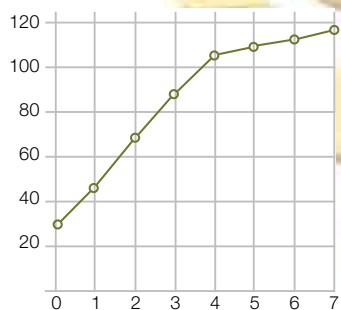


When Paul was two
he was 84 cm tall.

When Clare was three
she was 89 cm tall.

When Eve was seven
she was 130 cm tall.

When Sam was five
he was 112 cm tall.



He ~~was~~ 80 cm tall
when he was two.
Who is he?

- Guess the person.

4 Make an index card about yourself.

YOU NEED

- an old photo of yourself
- a new photo of yourself



Now

I'm ... years old.

I'm ... cm tall.

I'm in year 5.

My teacher's name is ...

My favourite ... is ...



- Write about the photos.



Then

I was ...

I was ...

I was ...

My teacher's name was ...

My favourite ... was ...



Lesson 2

CLIL Objective: Interpreting graphs about changes in physical appearance.

56



Children read and interpret a percentile graph.



Children review the use of numbers to talk about height.

3 Complete the information about your class. **Student's own answers**

This year...

I am taller than _____.

I am shorter than _____.

_____ is the tallest in the class.

_____ is the shortest in the class.

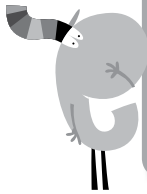
Last year...

I was taller than _____.

I _____ shorter than _____.

_____ was the tallest in the class.

_____ the shortest in the class.



4 Complete the poem.



am

wasn't

was

When I was a baby,
I was very, very small.
I was round, I was fat
And my head was like a ball.
When I was five,
I was still very small.
I was bigger, I was fatter.
But I wasn't very tall.
Now I am ten,
I am very, very tall.
Just look at the marks.
On my bedroom wall!

Lesson 2

56



Children review the present and past forms of the verb *to be* and the comparative form of adjectives.



Encourage the children to participate and show their skills orally in order to build up their self-confidence.

Activity Book

Page 56, Activity 3

Say: *Open your Activity Books at page 56. Look at Activity 3. Ask the children questions: How tall are you now? Are you taller than (David)? Are you shorter than (Anna)? What about last year? Were you taller than (David) last year? Were you shorter than (Anna)?* Then ask: *Who is the tallest child in the class now? Who is the shortest? What about last year? Who was the tallest? Who was the shortest?* Tell the children to complete the information in their Activity Books.

Page 56, Activity 4

Say: *Now look at Activity 4.* Tell the children to look quietly at the poem for a few moments. Then read the poem out loud, stopping at the gaps and asking the children to supply the missing words. Tell the children to complete the poems in their Activity Books. Ask volunteers to read the poem out loud. Correct their intonation and pronunciation and explain that they should read with expression and pay attention to the rhymes.

Grammar and Writing Booklet

Page 25, Activity 1

Say: *In this lesson we are going to learn how to write an information leaflet about a museum. What kind of information do you expect to find?* Write the children's suggestions on the board and prompt them where necessary by asking questions: *Do you want to know what time the museum opens?* Say: *Open your Grammar and Writing Booklets at page 25. Look at the text in Activity 1.* Let the children look at the text for a few minutes and then ask different children to read out parts of it. Ask questions: *What's the name of the museum? Where is it? How much does it cost to visit?* Say: *Some of this information gives us practical information and some describes the museum.* Tell the children to use the key to circle the sentences.

Page 25, Activity 2

Say: *Now look at Activity 2. Let's focus on the prepositions. Write the structures on Monday, at 9 o'clock and in September on the board.* Tell the children to find all the examples of the prepositions in the text and to underline them. Say: *Look at the words that come afterwards.* Tell the children to complete the chart with words from the text. Then tell the children that in the next lesson they are going to start making a rough plan for their leaflets. Ask them to think of the kind of information they are going to include, and make a note of their suggestions on the board.

Let's play!

Jump!

Ask the children to stand in a line of descending heights. Walk down the line counting the children, starting with number one. Then ask individual children: *What number are you?* Now play the game. Say: *Number (one) change with (number three)! Number (seven) change with (number nine)!* Repeat the procedure, giving the orders faster and faster. For more advanced classes, you can play with ordinal numbers.

Resources

Multi-ROM

Unit 6, Grammar 1

CLIL Objective

Studying historical documents: birth certificates.

Curricular link: Geography; Social Science

Language Objectives

Vocabulary: USA, UK, Kenya, Africa, India; granny, mum, dad, grandad, mother, father; date of birth, place of birth, birth certificate

Structures: *When was Edward born? Where was Mary born? My granny was born in New York. My grandparents were born in four different continents. Her mum's name was Blanca and her dad's name was Salva.*

Materials: white paper, coloured pencils

Student's Book, page 57, Activity 6

Say: *Look at the birth certificate in Activity 6.*

Now you're going to make a birth certificate for one of your grandparents.

Read and explain the instructions to the children,

When the children have finished their certificates, ask them to talk about them, following the model in the book.

S1: *My (granny) was born in (New York) in (1950).*

(Her) mum's name was (Blanca) and (her) dad's name was (Salva).

Optional Activity Book exercises

See page 243.

HISTORICAL DOCUMENTS: BIRTH CERTIFICATES

Presentation

Say: *Today we are going to learn about birth certificates.*

When you are born you are given a birth certificate.

This tells you your date of birth and your place of birth.

It has also got the names of your mother and father.

Ask: *Was anyone born in (January)?* Repeat the procedure for the other months of the year.

Explain how we say the years in English. Say: *I was born in (1974).* Write the year on the board and repeat: *(19 - 74).*

Ask the children: *What year were you born in?*

Then say: *I was born in (London), (UK).*

Draw two columns on the board and write *date of birth* at the top of one column and *place of birth* at the top of the other. Ask the children to come to the board and complete the chart for themselves.

Encourage them to say: *I was born in (2000). I was born in (Barcelona).*

Work with the book

Student's Book, page 57, Activity 5

Say: *Open your books at page 57. Look at Activity 5. Look at the birth certificates. These are the birth certificates for Sam's grandparents. His grandparents were born in four different continents. Can you find them?* When the children have had time to look at the certificates, ask questions: *What was one of Sam's (grandmother's) name? Where was (she) born? When was (she) born?*

Tell the children to work in pairs and take turns asking and answering questions: S1: *(When) was (Edward) born?*

S2: *(He) was born on (2nd October, 1942).*

Practice

Continuous assessment

Children can name the members of their family and give biographical information.

Collect all the birth certificates and place them on the board.

Ask questions: *Whose (granny) was born in (Lima)? Whose grandad was born in (1948)?*

Project Quest: *Who's the oldest person in your family? When were they born? Find an old family photo.*

Write the questions on the board. Tell the children to find a photo and keep it for the Speaking project in Lessons 8 and 9.

5 Ask questions about the birth certificates.



My grandparents **were** born in four different continents!

When was Edward **born**?

Where was Mary **born**?



6 Make a birth certificate.

Instructions

- 1 Choose one of your grandparents.
- 2 Copy the birth certificate.
- 3 Complete the details.



CERTIFICATE OF BIRTH

NAME: _____

DATE OF BIRTH: _____

PLACE OF BIRTH: _____

NAME OF MOTHER: _____

NAME OF FATHER: _____



My granny **was** born in New York in 1950.

Her mum's name **was** Blanca and her dad's name **was** Salva.

- Talk about your birth certificate.

Lesson 3

CLIL Objective: Studying historical documents: birth certificates.

57




Children talk about the past using the past simple form of the verb *to be*.



Children make a birth certificate for one of their grandparents.


5

Colombia Austria Corsica Greece Italy Brazil ~~England~~ Italy

- 1 Where was J.K. Rowling born?
In England.
 - 2 Where was Pele born?
In Brazil.
 - 3 Where was Napoleon born?
In Corsica.
 - 4 Where was King Juan Carlos of Spain born?
In Italy.
 - 5 Where was Queen Sofia of Spain born?
In Greece.
 - 6 Where was Leonardo da Vinci born?
In Italy.
 - 7 Where was Mozart born?
In Austria.
 - 8 Where was Shakira born?
In Colombia.
- 



6



1 When were you born? _____

2 Where were you born? _____

3 What was the name of the hospital? _____

4 How big were you? _____ cm

5 How heavy were you? _____ g

6 How long were you in hospital? _____

Lesson 3

57



Children complete a quiz about famous people.



Children practise the grammatical structures by giving information about themselves when they were a newborn baby.

Activity Book

Page 57, Activity 5

Say: *Open your Activity Books at page 57. Look at Activity 5.*

Say: *Look at the questions. Then ask: Who is JK Rowling?*

Do you know? SS: *The author of Harry Potter.* Repeat the procedure for the other famous people.

Ask volunteers to read the questions out loud and the rest of the class to answer.

Tell the children to answer the questions in their Activity Books.

Page 57, Activity 6

Say: *Now look at Activity 6.*

Read the questions out loud and ask different children to answer each time.

Tell the children to answer the questions in their Activity Books.

The children compare their answers in pairs.

Grammar and Writing Booklet

Page 26, Activity 3

Say: *Open your Grammar and Writing Booklets at page 26. Look at Activity 3.*

Ask: *What kind of text did we look at in the last lesson?*

SS: *An information leaflet.* Ask volunteers to read the sections of the leaflet out loud to remind them of the content.

Write the following on the board: *name of the museum, practical information, description of the museum.*

Ask volunteers to come to the board and write suggestions for their leaflet in each of the categories. Encourage the children to be adventurous.

Page 26, Activity 4

Say: *Now look at Activity 4.*

Ask a volunteer to read the sentences out loud.

Say: *Look at the words in the circles. They tell us when something happened, and that it was in the past.*

Tell the children to circle the clues in the other sentences.

Read the words in the word sack for the present out loud and say: *These words tell us that the events are in the present.*

Tell the children to complete the other word sack with the words they have circled.

Page 26, Activity 5

Say: *Now look at Activity 5.*

Tell the children to use the model on the page and their plan from Activity 3 to write a rough draft of their leaflet. Walk around helping the children with any unknown language they want to use.

Ask volunteers to summarise their rough drafts: *My museum is called... It's in... It opens at...*

Discuss any changes you think they should make, and point out examples of good work.

***Note:** Check the rough drafts but don't correct their work. Just underline the mistakes.

Let's play!

Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or Teacher's Resource Book, page 22, one photocopy per child). The children shuffle the cards and share them out. The first player says the cut-out he/she is going to lay on the table, and lays it down. The second player lays one of his/her cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap*. The first child to say *snap* gets the cards that are laid on the table. The winner is the child who wins all the cards.

Resources

Teacher's Resource Book

Extension worksheet 1, page 49

Multi-ROM

Unit 6, Grammar 2

7 Listen to the story. What happens to the portrait?



The lost portrait

This is a painting of Lady Harriet Belson, by the famous artist, John Roland. This painting has a very special story. Lady Harriet's father was a very rich man. For years, the portrait was in the entrance of the family house. It was a family treasure.

But times change and eventually the family wasn't rich any more.

This is a portrait of my great-great aunt.

Oh, don't worry. We can sell some of the family treasures.

We've got no money and lots of bills. What can we do?

So in 1852, there was a big sale of all the beautiful objects in the house.

This is a nice picture. It can decorate my bedroom.



Lesson 4

CLIL Objective: Literacy: sequencing events in the past.

58



Encourage children to talk about their family history.



Children review the sequencing of events in the past.

For many years the painting was in the bedroom of a small house. By 1910, it was old and dirty. It wasn't beautiful anymore.

Mother, I want to fix that old cupboard. Can I use this painting?

Yes, dear.

And so the famous portrait was part of a cupboard. Then, one day...

Look at the door of that old cupboard.

My family was from around here. Let's buy the house.

It was a very old house and there was a lot of work to do. There weren't any bathrooms in the house and there wasn't any electricity. The builders and decorators were very busy.

What is it made of? It looks very old.

Let's take it to an expert.

I can see a girl's face. I think it's a portrait.

The art historians were fascinated by the painting. Who was the painter? Who was the model? How old was the painting? After many months of research, there was a press conference about the portrait.

8 Listen to the words and the key sounds; then classify the words from the story.



dirty
sell

work
special

- Add more words to the lists.

Phonics

Lesson 5

CLIL Objective: Literacy: phonics.

59



Children analyse the elements of the story and review the sequence of events.



Children find, identify, read and classify the target sounds from the story.

CLIL Objective

Literacy: sequencing events in the past.

Curricular link: Literacy

Language Objectives

Story language: *painting, portrait, artist, famous, special, story, rich, father, man, entrance, house, treasure, great-great aunt, mother, sell, money, bills, sale, beautiful, objects, picture, nice, decorate, bedroom, small, old, dirty, fix, cupboard, use, around here, buy, door, electricity, builders, decorators, busy, face, expert, historian, fascinated, model, research, press conference, amazing, discovery, times change; Don't worry! What's it made of? It looks very old.*

Resources: CD

STORY: THE LOST PORTRAIT

Present the story

Say: *It's story time! Open your books at pages 58 and 59.* Read the title out loud. Ask the children to look at the pictures and ask questions: (Picture 1) *What is this a painting of?* (Picture 2) *What are the people looking at? Are they rich or poor?* (Picture 3) *Are they rich or poor now?* (Picture 4) *Can you see the painting? Where is it now?* (Picture 5) *Why is the man holding the painting? What is wrong with the cupboard?* (Picture 6) *Is the house for sale?* (Picture 7) *What are the people doing?* (Picture 8) *Is the painting dirty? Can you see what it is?*

Work with the book

Student's Book, page 58, Activity 7

Play **Track 2.8**. Tell the children to listen to the story and follow it in their books. Ask comprehension questions: *Who was the lady in the portrait? Who was the artist? What was the relationship between the man and the lady in the portrait? Why does the woman buy the picture from the shop? Where was the painting for many years? Was it still beautiful in 1910? What does the man want to use the painting for? Was the house old or new? How many bathrooms were there? Was there any electricity? Can they see the painting clearly?*

Make some true or false statements: *The family wasn't rich any more. True or false? In 1852, there was a big sale of all the animals in the house. True or false?*

Ask the children to describe the main events in the story, and to tell you what happens to the painting.

Transcript



Track 2.8 Story: The lost portrait

See page 249.

Optional Activity Book exercises

See page 249.

Develop the story

Tell the children to read the story again in silence and make a note of any words they do not understand.

Tell the children to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meaning. Help the children by offering examples.

CLIL Objective

Literacy: phonics *er* (*girl*, *dirty*, *work*) and *e* (*bed*, *sell*, *special*).

Curricular link: Literacy

Resources: CD

PHONICS

Retell the story

Ask: *What do you remember about the story?* Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

Work with the book

Student's Book, pages 58 and 59, Reading Activity

Tell the children to read the story out loud. Assign the different characters to children. Ask other children to read the narration lines.

Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

Student's Book, page 59, Activity 8

Say: *Look at Activity 8.*

Play **Track 2.9** to identify the sounds in the words *girl* (*er*) and *bed* (*e*). Pause the CD. The children repeat the words. Then listen to the other words from the story.

Draw two columns on the board and write the words: *girl* and *bed* at the top of the columns. Tell the children to copy the columns into their notebooks and classify the words from the list.

Girl (*er*): *dirty*, *work*

Bed (*e*): *sell*, *special*

Ask the children to look for words in the story which have got the same sounds.

Girl (*er*): *weren't*, *were*, *expert*, *research*

Bed (*e*): *Belson*, *very*, *entrance*, *treasure*, *decorate*,

bedroom, *yes*, *then*, *let's*, *electricity*, *decorators*, *press*

Tell the children to come to the board and write the words from their lists.

Ask the children if they can think of any other words which have got these two sounds.

Transcript



Track 2.9 Phonics

See page 251.

Optional Activity Book exercises

See page 251.

Develop the story

Divide the class into groups of eight. Assign the roles of the different men and women and the narrator to the children. Tell the children to read the story out loud in their groups. Encourage them to act out their roles.

Story summary

7 Write the date by the pictures.



1745 1855 2005 1915

- Match the questions with the answers.

Where was the picture in 1745?
 Where was the picture in 1855?
 Where was the picture in 1915?
 Where was the picture in 2001?

In a museum.
 In the door of a cupboard.
 In the entrance of a big house.
 In the bedroom of a small house.

8 Complete the story summary.

Title of story: The lost portrait

This story is about a painting of Lady Harriet Belson.

The story starts in the year 1745. At first, the portrait was in the entrance of a big house. Then for many years it was in the bedroom of a small house.

Then in 2001, a young couple were amazed by the portrait.

It was a genuine work of art by the famous painter John Roland.

So at the end of the story the portrait is in a museum.

Lesson 4

58



Children complete the story summary.



Use the questions about the story as an opportunity to practise the pronunciation of the dates in English.

Activity Book

Page 58, Activity 7

Say: *Open your Activity Books at page 58. Look at Activity 7. Write the dates on the board.*

Ask the children to come and write them again in chronological order.

Then say: *Look at the first picture. What date do you think it is?*

Repeat the procedure for the other pictures and dates.

Tell the children to label the pictures with the approximate dates in their Activity Books.

Read the first question out loud and ask the children to answer orally.

Repeat the procedure for the other questions and answers.

Tell the children to match the questions and answers in their Activity Books.

Page 58, Activity 8

Say: *Now look at Activity 8. Let's do the story summary.*

Ask: *What's the title of the story? What is the story about?*

Read the sentences out loud, stopping at the missing information and asking the children to complete the information orally.

Tell the children to complete the story summary in their Activity Books.

Ask volunteers to read the story summary out loud.

Resources

Multi-ROM

Unit 6, Story

Transcript



Track 2.8 Story: The lost portrait

Narrator: *This is a painting of Lady Harriet Belson by the famous artist, John Roland. This painting has a very special story. Lady Harriet's father was a very rich man. For years the portrait was in the entrance of the family house. It was a family treasure.*

Young man: *This is a portrait of my great-great aunt.*

Narrator: *But times change and eventually the family wasn't rich any more.*

Woman: *We've got no money and lots of bills. What can we do?*

Man: *Oh, don't worry. We can sell some of the family treasures.*

Narrator: *So in 1852, there was a big sale of all the beautiful objects in the house.*

Woman: *This is a nice picture. It can decorate my bedroom.*

Narrator: *For many years, the painting was in the bedroom of a small house. By 1910, it was old and dirty. It wasn't beautiful any more.*

Young man: *Mother, I want to fix that old cupboard. Can I use this painting?*

Mother: *Yes, dear.*

Narrator: *And so the famous portrait was part of a cupboard. Then one day ...*

Young man: *My family was from around here. Let's buy the house.*

Narrator: *It was a very old house and there was a lot of work to do. There weren't any bathrooms in the house and there wasn't any electricity. The builders and decorators were very busy.*

Young man: *Look at the door of that old cupboard.*

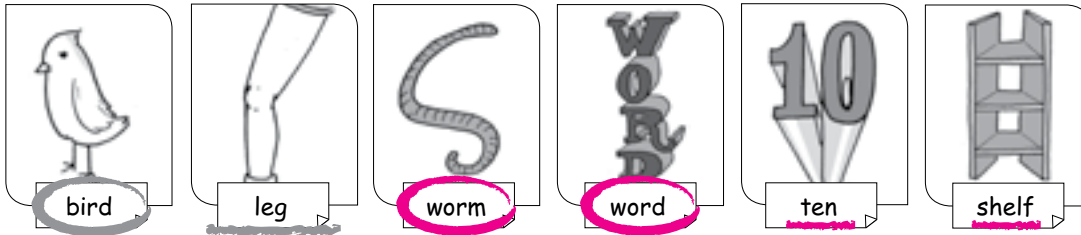
Young woman: *What is it made of? It looks very old.*

Young woman: *I can see a girl's face. I think it's a portrait.*

Young man: *Let's take it to an expert!*

Narrator: *The art historians were fascinated by the painting. Who was the painter? Who was the model? How old was the painting? After many months of research, there was a press conference about the portrait.*

9 Circle words with the same sound as **GIRL**. Underline words like **BED**.



10 Classify the words.

Sounds like...

girl

bed

Spelling

| | | |
|----|-------|--------|
| ir | bird | skirt |
| ur | nurse | turtle |
| or | worm | word |
| er | were | |

| | | |
|---|-------|------|
| e | leg | ten |
| | pen | when |
| | shelf | stem |

Lesson 5



Children identify and classify sounds, and match them with the words containing them. Encourage the children to say and repeat the sounds in order to improve their pronunciation.

Activity Book

Page 59, Activity 9

Say: *Open your Activity Books at page 59. Look at Activity 9.*

Say: *There are two different sounds here, girl and bed.*

Emphasise the vowel sounds as you read the words.

Ask: *Which words sound like girl?* The children call out suggestions.

Repeat the procedure for *bed*.

Tell the children to read the words out loud to themselves, and circle or underline them according to the sound.

Page 59, Activity 10

Say: *Now look at Activity 10.*

Say: *Look at the different ways we spell these words.*

Tell the children to look at all the words they have matched in Activity 9 and to classify the spellings in the chart.

Resources

Multi-ROM

Unit 6, Phonics

Transcript



Track 2.9 Phonics

er girl

e bed

dirty

sell

work

special

Let's play!

Sound sorting

Write the following words on the board at random: *girl, bird, pen, stem, turtle, ten, shelf, were, worm, when, leg, skirt*. Put the children into teams. Give each team a piece of paper. Write *er* and *e* on the board. The children classify the words into two categories: *er* sounds and *e* sounds.

Say: *Ready, steady, go!* The first team to complete the task wins.

CLIL Objective

Comparing changes in a village over time.

Curricular link: Geography

Language Objectives

Vocabulary: shop, fountain, house, car, church, school, post office, restaurant, garage, street light, postcard, oldest, village green, market, farm, old people's home, flats, supermarket, playground, park

Structures: *There was a church. There wasn't a post office. There were some houses. There weren't any cars. I think postcard one is the oldest.*

Resources: CD; poster (side B)

CHANGES IN A VILLAGE

Presentation



Say: *Today we are going to learn about how places change over time.*

Show the children the poster (side B).

Ask questions about the differences between the two pictures. Point to the picture of the village in the past and ask: *Was there a (railway line)? Were there any (flats)? Were there any (big houses)?*

Work with the book



Student's Book, page 60, Activity 9

Say: *Open your books at page 60. Look at the different pictures.*

When the children have had time to look at the pictures, ask: *Which picture do you think is the oldest? Which one do you think is from (1970)?*

Tell the children to listen carefully and play **Track 2.10**.

Play **Track 2.10** again. This time stop after each description and ask: *Which picture is that? Which date is it?*

Then say: *Now copy the chart.*

Continuous assessment

Children can describe the elements in a town.

Ask the children to come and find the objects from the chart on the poster.

Tell the children to copy the chart into their notebooks.

Play **Track 2.10** again and tell the children to tick their chart according to what they hear.

Tell the children to work in pairs and talk about the information in their charts using the model at the bottom of page 60. S1: *Were there any (houses) in (1900)?* S2: *Yes, there were.* S2: *Was there a (post office) in 1970?* S1: *Yes, there was.*

Transcript



Track 2.10 Activity 9

See page 255.

Optional Activity Book exercises

See page 255.

Practice

Play a memory game.

Select ten to fifteen objects (some in the singular and some in the plural). Place them on your table.

Tell the children to look carefully and memorise the objects.

Tell the children to close their eyes and then remove some objects (some singular and some plural).

Ask the children to say what there was/were on the table before: *There were some pencils. There was a rubber.*

Project Quest: *Find pictures of villages from your country. Choose any decade between 1900 and 1950.*

Write the quest on the board. Tell the children to collect the pictures and keep them for the Speaking project in Lessons 8 and 9.

ANSWER KEY

Student's Book, Activity 9

1 1900; 2 1930; 3 1950; 4 1970

Student's Book, Activity 10

See Transcript, page 255.

9 Guess the date of the postcards.



1900

1930

1950

1970

I think postcard 1 is the oldest.

- Now listen and check.

Instructions

- Copy the chart.
- Listen and tick the chart.



| | 1900 | 1930 | 1950 | 1970 |
|---------------|------|------|------|------|
| shops | | | | |
| fountain | | | | |
| houses | | | | |
| cars | | | | |
| church | | | | |
| school | | | | |
| post office | | | | |
| restaurant | | | | |
| garage | | | | |
| street lights | | | | |

- Talk about the chart with a friend.

In 1900
there was a church.
There were some houses.

There wasn't a post office.
There weren't any cars.

Lesson 6

CLIL Objective: Comparing changes in a village over time.

60

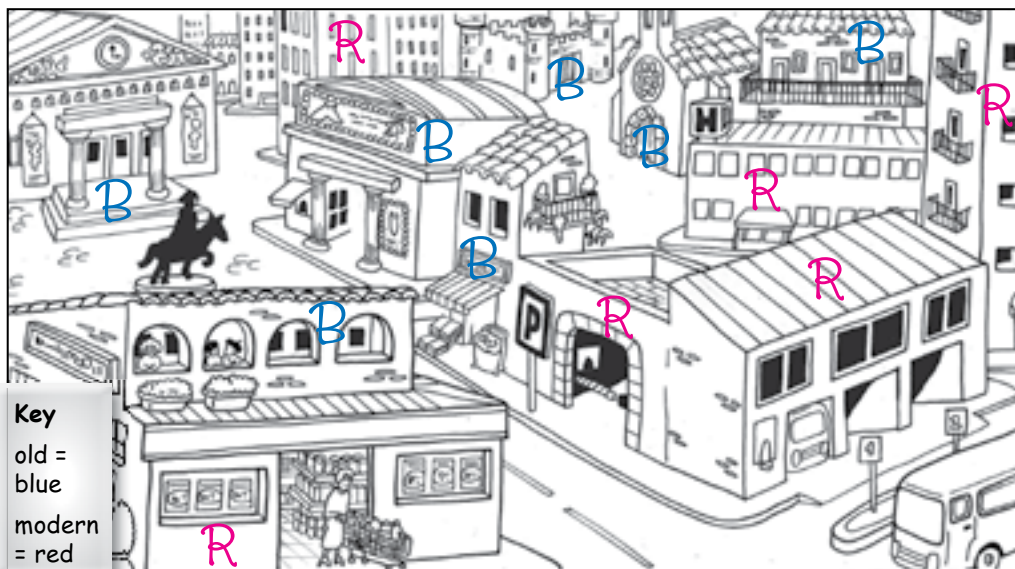


Children review the use of numbers to talk about dates.



Children become aware of how the urban landscape changes over time.

11 Read the key and colour the buildings.



Key
old =
blue
modern
= red

- Describe the village in 1900.

was wasn't were weren't

In 1900 there was a castle and a church. There was a theatre and there was a town hall. There were some shops and there were some houses.

There wasn't a supermarket and there wasn't a garage. There wasn't a cinema and there wasn't a bus station. There wasn't a hospital and there wasn't a care centre. There wasn't a museum and there weren't any flats.

- Compare the village then and now.

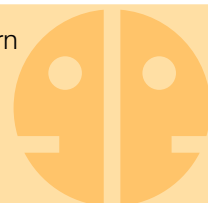
The cinema was a theatre.
The care centre was a family house.
The museum was the town hall.

Lesson 6

60



Children identify the old and modern buildings and colour-code them. Discuss old and modern buildings in your city, and which ones the children prefer.



Activity Book

Page 60, Activity 11

Say: *Open your Activity Books at page 60. Look at Activity 11.*

Tell the children to look at the buildings and ask questions: *Is the (castle) old or new?*

Tell the children to use the key to colour in the pictures.

Read the text out loud, stopping at the gaps and asking the children to supply the missing words using the words in the box.

Tell the children to complete the text in their Activity Books.

Then ask: *What has changed in the village?*

Ask volunteers to read their sentences out loud.

Grammar and Writing Booklet

Page 27, Activity 6

Say: *Now we are going to see how we can make our rough drafts better.*

Hand out the drafts and discuss any problems.

Ask the children to look carefully at the mistakes you have underlined and ask you if there is anything they do not understand.

If you wish, you can write some incorrect sentences on the board and ask the rest of the class if they can find the mistakes. Ask volunteers to come and write the correct sentences. Ensure you point out exactly what each mistake is.

Say: *Open your Grammar and writing Booklets at page 27. Look at Activity 6. This is a list of different types of mistakes. Look carefully at your rough drafts and tick the mistakes you made.*

Ask the children to read out some of their mistakes and corrections.

Page 27, Activity 7

Say: *Now look at Activity 7. The children choose four mistakes and write the correct sentences.*

Page 27, Activity 8

Say: *Now look at Activity 8.*

Explain that we can always make our work better.

Say: *In leaflets we often describe the surroundings. What kind of things do we describe?*

Write the children's suggestions on the board.

Say: *Now complete the text to add to your rough draft.*

Ask volunteers to read their descriptions out loud and make suggestions where necessary.

Let's play!

Finger writing

The children work in pairs. Write the following words from the lesson on the board: *castle, church, theatre, supermarket, shop, garage, cinema, bus station, hospital, museum*. The children take turns to 'write' the name of one of the places on their partner's back using their finger, while their partner tries to guess which word it is.

Resources

Teacher's Resource Book

Extension worksheet 2, page 50

Multi-ROM

Unit 6, *Writing*

Transcript



Track 2.10 Activity 9

In 1900, there was a church and a school in Little Midford. There were some houses but there weren't any shops. There was a fountain on the village green.

In 1930, there was a school, a post office and a small shop. There was one car in the village. There was a street light next to the fountain.

In 1950, there were a lot of shops and there were cars and buses on the street. There was a school but there wasn't a fountain in the square. There was a garage. There were lots of street lights.

In 1970, there wasn't a school in the village but there was an old people's home. There weren't any cars on the street but there was a bus. There was a restaurant but there wasn't a post office.

CLIL Objective

Identifying changes in women's activities over time.

Curricular link: Social Science

Language Objectives

Vocabulary: *professions; builds, helps, writes, works, explores, makes, flies; buildings, sick people, newspaper, at home, bank, space, head, government, electrical circuits, school, planes, percentage*

Structures: *Who was the first woman pilot? When was she born? Where was she born? There was a journalist at number 6. A pilot flies planes.*

Resources: Unit 6 cut-outs (or Teacher's Resource Book, page 14, one photocopy per child)

Materials: CD, a soft ball, flashcards

WOMEN IN SOCIETY

Presentation

Throw the ball to one of the children and say: *Tell me the name of a job.* Write the word on the board and indicate to the child to throw the ball to somebody who calls out another word. Repeat the procedure getting faster and faster until you have brainstormed and written as many names as they can remember. Then place the flashcards on the board. Ask volunteers to come to the board, name a flashcard and tick the word off the ones written on the board. Add any words they have not mentioned to the list. Ask: *Does anybody's mum or dad stay at home? Does he/she work in an office at home or does he/she do the housework?*

Work with the book

Student's Book, page 61, Activity 10

Say: *Open your books at page 61. Look at Activity 10. Look at the pictures. What jobs can you see?*

Then say: *Now, we're going to sing a song.*

Play **Track 2.11** and tell the children to listen carefully while you point at the flashcards on the board.

Play **Track 2.11** again and tell the children to follow the words in their books.

Then ask the children to read the song out loud and supply the missing words.

Tell the children to work in pairs and take turns asking and answering questions about the song: S1: *Whose house was (number 8)?* S2: *The (builder's) house.*

Ask: *Were there lots of housewives then?* SS: *Yes, there were.* T: *What about now? Do lots of women work out of the house now? What kind of jobs do they do?*

Student's Book, page 61, Activity 11

Say: *Now look at Activity 11.*

Divide the class into pairs and tell the children to find their cut-outs for Unit 6. Alternatively, hand out the photocopies. Tell the children to decide in their pairs who will use cut-out A and who will use cut-out B.

Tell the children to take turns asking and answering questions in order to complete the information on their cut-outs. S1: *Who was the first woman (pilot)?* S2: *(Elise Roche).* S1: *Where was she born?* S2: *She was born in (France).* S1: *When was she born?* S2: *She was born in (1886).*

Transcript



Track 2.11 Song: We aren't all housewives anymore!

See page 259.

Optional Activity Book exercises

See page 259.

Practice

Continuous assessment

Children can name different jobs and professions.

Say: *Let's talk about the women in our families.*

Write on the board: *great-grandmother, great-aunt, grandmother, mother, aunt.*

Tell the children to work in pairs and ask each other about their jobs: *What was your (grandmother's) job? What is your (mother's) job?*

Then ask the whole class questions: *Do more of the women in your family work out of the home today? Why do you think that is? Do they do the same kinds of jobs as men?*

Project Quest: *What were you grandparents' jobs? And their brothers and sisters? Make a list of their jobs and find some photos.*

Write the quest on the board. Tell the children to collect the pictures and keep their information for the Speaking project in Lessons 8 and 9.

10 Listen to the song and find the missing words.



When I was small, on my street...

There was a ? at number eight,
And there was a ? at number ten.
There was an ? at number six,
But they were all men!

There was a ? at number one,
There was a ? at number three.
There was a ? at number five,
There were lots of housewives on my street.

But we aren't all housewives anymore!
Oh, we aren't all housewives anymore!
We're ? and ? we're ? and ?.
No, we aren't all housewives anymore!
No more!

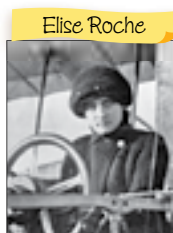


- builder journalist electrician housewife doctor banker teacher

11 Ask a classmate and complete the information.



Elizabeth Blackwell



Elise Roche



Sirimavo Bandaranaike



Valentina Tereshkova

- doctor
pilot
astronaut
Prime Minister

Who was the first...?

When was she born?

Where was she born?



Lesson 7

CLIL Objective: Identifying changes in women's activities over time.



Encourage the children to sing and complete the song with the missing words.

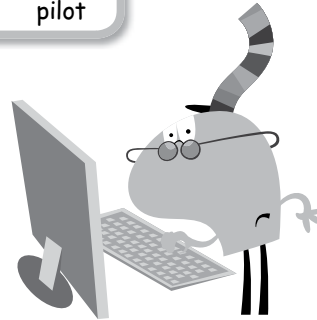


Discuss what differences the children can see between a woman's life in the past and present.

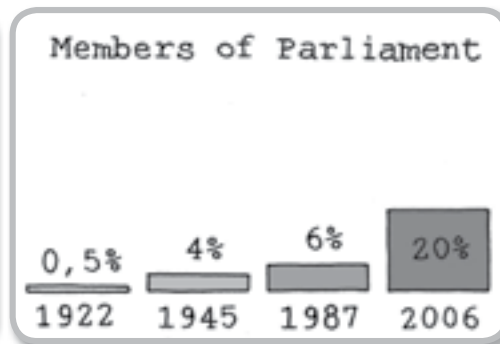
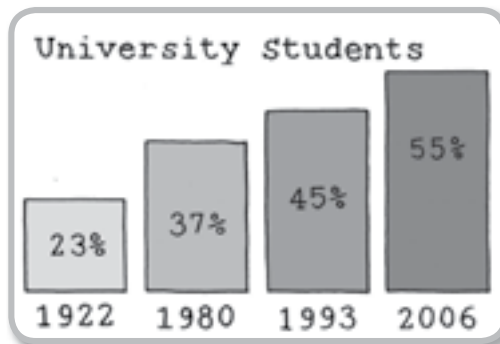
12 Complete the definitions.

~~builder~~ journalist electrician housewife doctor
teacher banker astronaut prime minister pilot

- 1 A builder builds buildings.
- 2 A doctor helps sick people.
- 3 A journalist writes for a newspaper.
- 4 A housewife works at home.
- 5 A banker works in a bank.
- 6 An astronaut explores space.
- 7 A prime minister is the head of the government.
- 8 An electrician makes electrical circuits.
- 9 A teacher works in a school.
- 10 A pilot flies planes.



13 Look at the charts about women and complete the sentences.



- 1 23 percent of university students were women in 1922.
- 2 63 percent of university students were men in 1980.
- 3 In 2006, there were more women than men at university.
- 4 94 percent of Members of Parliament were men in 1987.
- 5 4 percent of Members of Parliament were women in 1945.
- 6 In 2006, there were more men than women in Parliament.

Lesson 7

61



Children identify and describe different professions.



Children use numbers to talk about percentages and dates.

Activity Book

Page 61, Activity 12

Say: *Open your Activity Books at page 61. Look at Activity 12.* Read the first sentence out loud and draw their attention to the example of the missing word.

Ask volunteers to read and complete the other sentences orally.

Tell the children to complete the sentences in their Activity Books.

Page 61, Activity 13

Say: *Now look at Activity 13.*

Explain that the situation for women has changed over the last 100 years.

Say: *Look at the charts.*

Ask questions about the information in the charts: *What percentage of university students were women in (1980)? Is that a lot or a little? Were there more women than men in parliament in 1987?*

Tell the children to look very carefully at the information and complete the sentences in their Activity Books.

Ask volunteers to read their sentences out loud in order to correct the activity.

(Sources: <http://www.statistics.gov.uk>; www.parliament.uk/commons/lib/research/notes)

Grammar and Writing Booklet

Page 28, Activity 9

Say: *In this lesson we are going to write our own grammar charts.*

Explain that this is a summary of the grammar we have been focussing on. It helps us to study the grammar.

Ask the children to look through the last three lessons and summarise the grammar they have focussed on. Then say: *In this lesson we are going to focus on the past and present of the verb to be.*

Say: *Open your Grammar and Writing Booklets at page 28. Look at Activity 9.*

Ask volunteers to help you complete the charts out loud. Tell the children to complete the grammar charts in their books.

Page 28, Activity 10

Say: *Now look at Activity 10.*

Tell the children to write a clean copy using their plans, rough drafts, corrections and the exercises they did to make their work better.

Ask a few volunteers to show and read their leaflets out loud. Place the leaflets on the walls of the classroom and encourage the children to walk around and look at their classmates' work.

Let's play!

Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of a flashcard. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

Resources

Teacher's Resource Book

Ready to read, page 74

Multi-ROM

Unit 6, Vocabulary 2

Transcript



Track 2.11 Song: *We aren't all housewives anymore!*

When I was small, on my street...

*There was a journalist at number eight,
And there was a builder at number ten.
There was an electrician at number six,
But they were all men!*

*There was a housewife at number one,
There was a housewife at number three.
There was a housewife at number five,
There were lots of housewives on my street.*

*But we aren't all housewives anymore!
Oh, we aren't all housewives anymore!
We're doctors and teachers. We're builders and bankers.
No, we aren't all housewives anymore!
No more!*

CLIL Objective

Identifying sources of information about the past.

Curricular link: Science

Language Objectives

Vocabulary: farmer, housewife, schoolboy, schoolgirl, shopkeeper, teacher, train driver; single, married, birth certificate, population census, inhabitants, village, job, shower, toilet, candles, electric lights, garage, stable, fridge

Structures: *Where was he born? When was he born? How many farmers were there? What was his father's job? Are you the oldest man in the village?*

Resources: CD; poster (side B)

SPEAKING PROJECT: MY FAMILY HISTORY

Presentation

Write the questions on the board and ask how many children have brought their pictures/photos. Ask: *How many people have found the answers to the questions?* The children raise their hands. Ask some children to provide their answers. Make a note of their answers under the questions. Ask: *How can we find out about our family history?* Ask the children to help you brainstorm ideas: *We can talk to our grandparents; look at photos; read personal diaries; look at public records; look at old paintings...* Say: *Do you remember we used birth certificates as a source of information? Birth certificates tell us personal information. We can use other sources for public information.* Write the words *population census* on the board. Explain that a population census is carried out roughly every ten years. People in every household in the country answer a questionnaire about the number of people living in the house, their jobs, their studies and other information. The government uses this information to draw up statistics on the population. For example, by knowing how many children under the age of five there are every house, they can calculate how many schools they will need in the future.

Work with the book

Student's Book, page 62, Activity 12

Say: *Open your books at page 62. Look at Activity 12.* Read the introductory text out loud.

Ask: *What documents can you see on the page?*

SS: *A population census and a birth certificate.*

Ask questions about the different types of information: *Which document gives me information about where*

somebody lives? SS: *The population census.* T: *Which document tells me the date of birth?* SS: *The birth certificate.*

Say: *Read the questions. Which document are you going to look at for the answers?*

Tell the children to work in pairs and to take turns asking and answering questions about the people in the population census.

(Source for type of census: <http://www.mkheritage.co.uk>)

Student's Book, page 62, Activity 13

Say: *Now you're going to listen to an interview with Frank, the oldest man in his village.*

Play **Track 2.12**. The children listen to the interview.

Play **Track 2.12** again. Ask questions: *Where was he born? Was there any (water) in his house?*

Tell the children to work in pairs and to take turns asking and answering questions about Frank's house.

Play **Track 2.12** and tell the children to listen once more and make notes if they wish.

Tell the children to write about Frank's house using the words on the page and their notes.

Transcript



Track 2.12 Activity 13

See page 263.

Optional Activity Book exercises

See page 263.

Practice

Tell the children to interview you about your grandparents, and to make notes from the information you give them. Ask the children to summarise the information orally.

***Note:** Remind the children what they need to bring in for the next class: a photo of the oldest person in their family, information about their place of birth, profession, parents' professions and photos of villages.

Ask the children to bring in any other original documents: birth certificates, old photos and objects related to the oldest person in their family.

Suggest that the children interview the oldest person in their family, either in person or on the phone.



My family history

You can find out lots of information about your family from public records.

12 Find the documents for the questions.

Population Census

Foxby Census - 1942
Number of inhabitants: 63

| ADDRESS | FIRST NAMES | SURNAME | AGE | STATUS | OCCUPATION |
|----------------|-------------|---------|-----|---------|--------------|
| 2 Cottage Road | Richard | Clegg | 46 | married | farmer |
| | Marion | Clegg | 42 | married | housewife |
| | Richard | Clegg | 12 | | schoolboy |
| | Marjorie | Clegg | 9 | | schoolgirl |
| | William | Clegg | 5 | | schoolboy |
| 4 Cottage Road | David | Brown | 52 | single | shopkeeper |
| | Rose | Brown | 50 | single | teacher |
| 6 Cottage Road | Alan | Smith | 38 | married | train driver |



How many farmers were there in his village?

Where was he born?

When was he born?

How many children were there?

What was his father's job?

13 Listen to the interview. What was there in Frank's house?

So, Frank, are you the oldest man in this village?

Yes, that's right. I'm 97 years old!



shower



toilet



candles



electric lights



garage



stable



fridge

- Write about Frank's house.

Lesson 8

CLIL Objective: Identifying sources of information about the past.

62



Children read and interpret information from two different documents.



Children write a paragraph based on the information given in the listening, demonstrating both their level of listening comprehension and writing skills.

14

letter

diary

novel

census

- Write the words next to the definitions.

birth certificate

census

diary

letter

newspaper

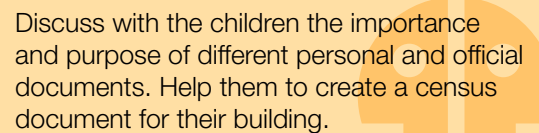
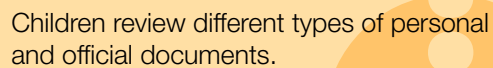
novel

15

[illegible]

Lesson 8

62



Activity Book

Page 62, Activity 14

Say: *Open your Activity Books at page 62. Look at Activity 14.*

Write the words on the board. Point to each one and ask: *Is this a private or a public document?*

Read the first definition out loud and ask: *Which document is that?*

Ask volunteers to read the other definitions out loud and the rest of the class to name the documents.

Tell the children to circle the public documents complete the definitions in their Activity Books.

Page 62, Activity 15

Say: *Now look at Activity 15.*

This activity is best done as homework.

Tell the children to take their books home. They should ask their parents' permission to visit their neighbours and ask them questions in order to complete the census of their building.

At the beginning of the next lesson make time to discuss the information they have gathered.

Resources

DVD

Unit 6, Episode 6

Teacher's Resource Book

DVD worksheet, page 30

Transcript



Track 2.12 Activity 13

Narrator: *Where were you born, Frank?*

Frank: *I was born at home, here in this village! Our house was very simple. There wasn't any water in the house so there wasn't a shower or a modern toilet. There wasn't any electricity so there weren't any electric lights and there wasn't a fridge. There were a lot candles in the house. There wasn't a garage. There was a stable in the garden for the animals!*

Let's play!

Lip reading

Write the following words from the lesson on the board: *newspaper, letter, birth certificate, diary, novel, census*. Mouth the first word without saying it aloud. The children have to lip read and shout out the word. Put the children into pairs. They take turns to mouth and lip read words from the lesson.

CLIL Objective

Preparing a biography poster.

Curricular link: Art; Social Science

Language Objectives

Vocabulary: family, place, house, rooms, village

Structures: *There were ... in the village. There was a ... in the village. There weren't any ... in the village. There wasn't a ... in the village. Her father was a (farmer). He was born in ...*

Resources: flashcards

Materials: photos, card, glue, scissors, coloured pens

Optional Activity Book exercises

See page 267.

Practice

Ask four or five children to come to the front of the class and present their biography posters to their classmates. Encourage the other children to ask questions or make comments about the posters.

SPEAKING PROJECT: A BIOGRAPHY POSTER**Presentation**

Ask the children to name the oldest member of their family. Ask them when he or she was born and where. Ask the children to show their photos of old villages and of family members. Help them to identify elements in the photos.

Place the flashcards on the board and ask the children about the jobs in their families: *Was anybody's (grandad) a (farmer)?*

Write short sentences on the board to summarise the information.

Work with the book**Student's Book, page 63, Activity 14**

Say: *Open your books at page 63. Look at Activity 14.*

Read and explain the instructions for making the biography poster.

If any children have forgotten to bring in photos they can draw pictures.

If they haven't got the right information, tell them they can invent it.

Tell the children to make their posters and complete the information for the different sections.

Student's Book, page 63, Activity 15

Divide the class into groups and tell the children to present their posters to their classmates using the model on page 63.

14 Make a biography poster.

Instructions

- 1 Write the name of the oldest person in your family.
- 2 Glue their photo in the middle of the paper.
- 3 Divide the space into three sections.
- 4 Write a heading for each section:
family, place, house.
- 5 Classify your photos and other documents.
- 6 Glue them in the correct section.
- 7 Write a short text for each section.

YOU NEED

a big piece of card
glue
scissors
pens

There were ... in the village.

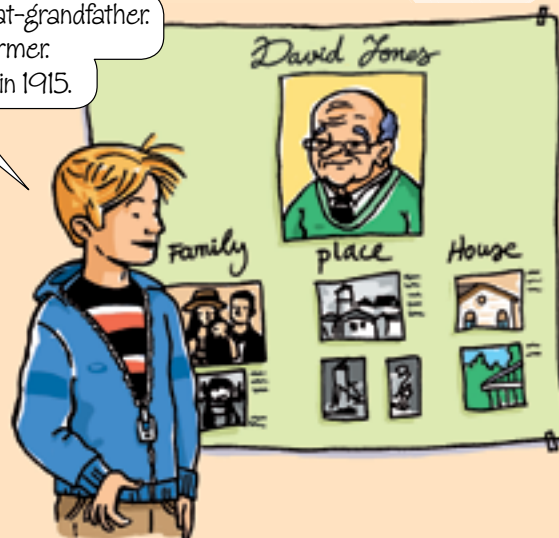
Her father was a ...

There were ... rooms in her house.



15 Present your poster to the class.

This is my great-grandfather.
He was a farmer.
He was born in 1915.



Lesson 9

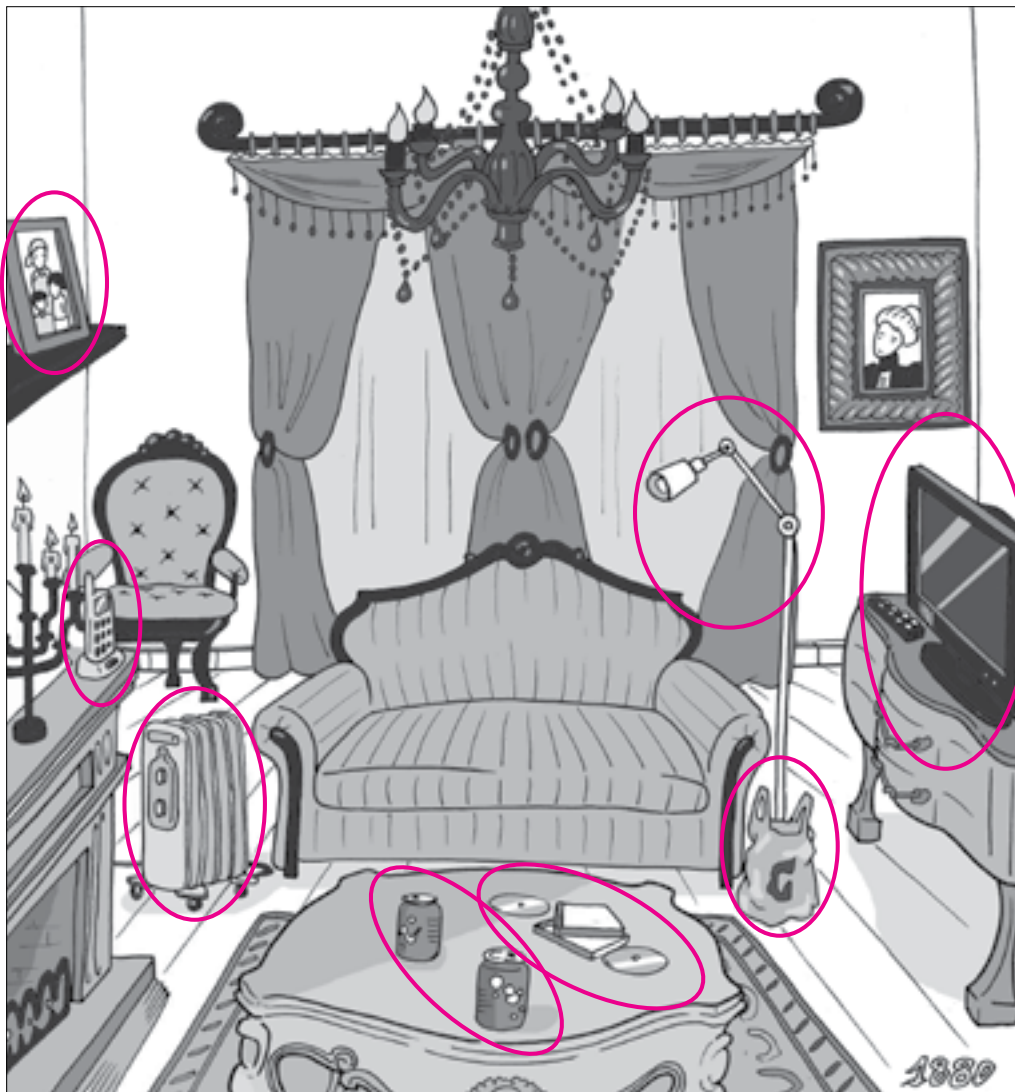
CLIL Objective: Preparing a biography poster.



Children create a poster about the oldest person in their family, using different documents to illustrate the information about the person on the poster.



16 Find and circle the modern objects.



- Write about the picture.

In the 19th century there weren't any _____ photos, telephones, radiators, cans, CDs, _____
plastic bags, televisions or electric lamps _____

Lesson 9

63



Children use the picture to describe a house from the nineteenth century using the target vocabulary and structures. Discuss which modern appliances didn't exist in the nineteenth century.

Activity Book

Page 63, Activity 16

Say: *Open your Activity Books at page 63. Look at Activity 16.*

Ask: *What date is this picture? What century is that?*

Tell the children to look very carefully at the picture and name the objects they can see.

Then say: *There is something funny about this picture, isn't there? Were there any televisions in 1880?* SS: *No!*

Tell the children to circle all the objects that shouldn't be in the picture.

Ask volunteers to name the objects they have circled.

Tell the children to complete the sentences in their Activity Books.



Let's play!

Memory chain

The children sit in a large circle. Start the game by saying a sentence: *In my granny's house, there is a sofa.* The first child repeats the sentence, and adds an item: *In my granny's house, there is a sofa... and a chair.* The second child adds another item, and so on. If a child forgets the sequence, he or she is 'out'.



Resources

Teacher's Resource Book

Ready to speak, page 88

Objective

Assessment.

Curricular link: Geography; Social Science

Language Objectives

All language from Unit 6.

Resources: CD; poster (sides A and B); poster pop-outs; flashcards

REVIEW

Let's remember!



Say: *Today we are going to remember all the work we have done in Unit 6.*

Show the children the poster (side A). Hand out the pop-outs and ask the children to come and place them on the family tree and describe the family relationships: *This is Sam's mum.*

Place the flashcards on the board and ask volunteers to come to the board, touch a flashcard and talk about members of their family: *My (uncle) is a (builder).*
My (grandmother) was a (teacher).

Say: *Do you remember the song?*

Play **Track 2.11** and sing the song with the children.

Work with the book



Student's Book, page 64, Activity 16

Say: *Open your books at page 64. Look at Activity 16. Look at the two pictures.*

Play **Track 2.13**. The children listen and point to the elements in the pictures.

Play **Track 2.13** again. Ask: *Which picture is that?*

Ask the children to describe the other picture. You can use questions to prompt them.

Student's Book, page 64, Activity 17

Say: *Look at Activity 17. Now we're going to play a game about families.*

Read and explain the instructions to the children.

The children play the game and take turns asking and answering questions about their families using the models on page 64.

Transcripts



Track 2.11 Song: We aren't all housewives anymore!

See page 259.



Track 2.13: Activity 16

See page 271.

Optional Activity Book exercises

See page 271.

Round up



Show the children the poster (side B). Ask them to describe the changes to the village.

Write the following on the board: *Imagine you are an old man or woman. Choose a name. When were you born? Where were you born? Describe your family. Describe your village. Describe your house. What was your job?*

Tell the children to work in pairs and take turns interviewing each other.



Review

16 Listen and identify the picture.



1



2



• Describe the other picture.

There was a...

There were some...

17 Talk about your family.

Instructions

- 1 Play in groups of three.
- 2 Choose three members of your family.
- 3 Write their names on pieces of paper.
- 4 Put all the names in an envelope.
- 5 Take a name out of the envelope.
- 6 Answer the questions.

David Gomez
is my uncle.

Where was he born?

When was he
born?



Lesson 10

Objective: Assessment.

64



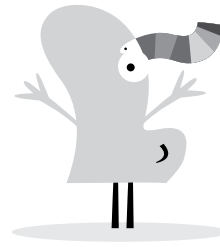
Children use the past tense in affirmative, negative and interrogative forms to talk about their families. Encourage them to tell family anecdotes and to elaborate on the subject of families.



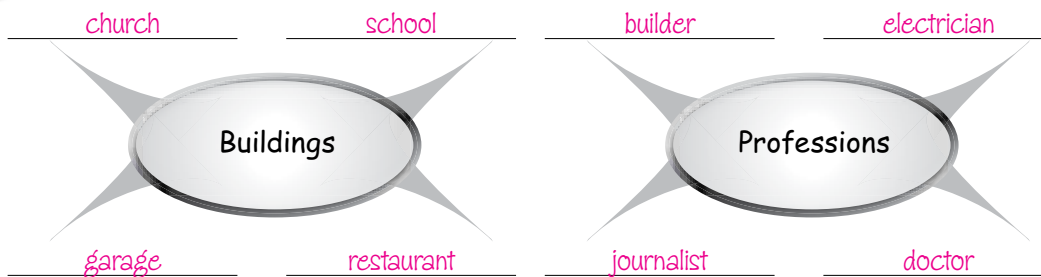
Review

17 Match the dates with the centuries.

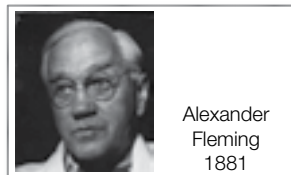
| | |
|------|----------------------|
| 1741 | twentieth century |
| 2001 | eighteenth century |
| 1982 | seventeenth century |
| 1801 | twenty-first century |
| 1622 | sixteenth century |
| 1590 | nineteenth century |



18 Complete the mind maps. **Model answer**



19 Write about the people.



painter astronaut Spain Scotland USA doctor

Francisco de Goya was a painter.

He was born in Spain, in 1746.

Alexander Fleming was a doctor.

He was born in Scotland, in 1881.

Neil Armstrong was an astronaut.

He was born in the USA, in 1930.

Lesson 10

64



Children use numbers to match the years with the centuries.



Children use the target vocabulary and grammar structures to talk about professions, buildings and famous people.

Activity Book

Page 64, Activity 17

Say: *Open your Activity Books at page 64. Look at Activity 17.*

Write the dates on the board. Explain that to work out the century we add one number to the first half of the date, for example the year 1750 is in the *eighteenth* century.

Ask volunteers to come to the board, point to a date and say the century.

Tell the children to match the dates in their Activity Books.

Page 64, Activity 18

Say: *Now look at Activity 18.*

Draw the two mind maps on the board and ask volunteers to come and write words in them.

Clean the board and tell the children to compete the mind maps in their Activity Books.

Page 64, Activity 19

Say: *Now look at Activity 19. Look at the photos of the famous people. Do you know them?*

Read the first sentence out loud and ask the children to supply the missing words.

Repeat the procedure for the other sentences.

Tell the children to complete the sentences in their Activity Books.

Resources

Teacher's Resource Book

Unit 6 Test, pages 105-106



See Transcript **Track 2.14**

Transcripts



Track 2.13 Activity 16

There were some shops in the village and there was a church. There were some small houses and there was one big house. There was a fountain, and there was a school.



Track 2.14 Test Activity 1

1

In 1900, there was a church and there was a school. There were some houses and there were some fountains. There wasn't a library and there wasn't a supermarket. There weren't any street lights and there weren't any buses.

2

In 1985, there was a post office and there was a police station. There were some houses and there were some shops. There wasn't a church and there wasn't a library. There weren't any fountains and there weren't any bikes.

Assessment criteria

CLIL Objectives

Children can understand and describe complex family relationships.

Children can interpret graphs showing changes in physical appearance.

Children can describe the changes in a village or town over a period of time.

Children can understand the changes in the status of women and their work.

Children can describe a biography of a person and their living conditions.

Language Objectives

Children can name the members of their family.

Children can name different professions and jobs.

Children can name the elements in a town in the present and past.

Children can ask and answer biographical questions.

Children can identify and name old and modern elements in a town and a house.

CLIL Objective

Analysing characteristics of human communication.

Curricular link: Social Science; Science

Language Objectives

Vocabulary: *sad, happy, angry, scared, bored, tired; email, computer, switch on, phone, mobile phone, camera, printer inventions, communicating; important, most important*

Structures: *Switch on the (computer). Are there any emails? Yes, there's one from Sam. What does he want? He wants to see us.*

Resources: CD; poster (side A); poster pop-outs; flashcards

COMMUNICATION**Presentation**

Say: *We are going to learn about communication. Can we communicate without words? How?*

Then say: *Look at me!* Mime the following adjectives: *happy, sad, scared, bored, angry and tired*. Each time ask: *Am I (happy) or (sad)?*

Show the children the poster (side A). Hand out the pop-outs of the words. Ask volunteers to come to the poster, point at a photo, place the pop-out and say: *He's/she's (sad)*.

Explain that when we communicate, the words we use are only a small part of the total communication. We communicate with our facial expressions and also our tone of voice.

Say: *Listen to me and say what feelings I am communicating.*

Say: *Good morning, class.* Use different tones of voice and facial expressions to cover the six adjectives.

Ask volunteers to come to the poster and point and the rest of the class to call out the words.

Work with the book**Student's Book, page 65, Activity 1**

Say: *Open your books at page 65. Look at Activity 1.*

Play **Track 2.15**. The children listen and point to the faces.

Play **Track 2.15** again. Stop after each sentence and ask: *What is the feeling?* The children answer.

Point to the emotions under the pictures and ask: *Do you know what these are? Do you use them in your emails? How do we make them?*

Ask the children to come and write the marks we use to

make up these emotions on the board. Name the symbols as they write: *colon, bracket, closed bracket, smaller than, dash, capital O, small i, small o, circumflex*.

Ask a volunteer to come to the front of the class. Tell them to choose one of the feelings. You choose another (but without saying which).

Act out the dialogue using your feelings. Ask: *What was (Daniel's) feeling? What was mine?*

The children work in pairs, choose feelings and act out their dialogue for another pair who guesses the feelings.

Student's Book, page 65, Activity 2

Ask a volunteer to read the email out loud.

Place the flashcards on the board. Name the objects as you place them.

Point to the first flashcard and ask: *Who thinks that the (telephone) is the most important invention for communication?* The children raise their hands.

Repeat the procedure for two other inventions.

Then ask: *Which inventions does Eve mention in her email?*

Remove the flashcards that are not mentioned.

Use the other flashcards to make a bar chart. Place the flashcards at the bottom of the bars and write the numbers 1-25 (depending on the number of children in your class) up the left hand axis. Mark off (25) lines across the chart.

Ask the children to come and colour in a space for what they consider is the most important invention.

Transcript**Track 2.15 Activity 1**

See page 275.

Optional Activity Book exercises

See page 275.

Practice

Draw the emotions from page 65. Ask volunteers to think of one of the emotions and say a short sentence to express that feeling. The rest of the class guesses the feeling.

ANSWER KEY**Student's Book, Activity 1**

See Transcript page 275.

1 Listen and say the feeling.



:(sad



:) happy



>:-(angry



:~O scared



|~o bored

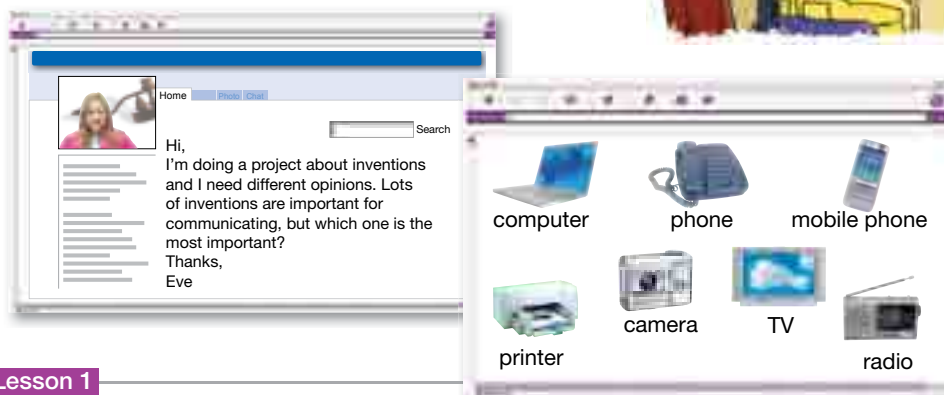


l^o tired

- Choose two feelings. Act out the dialogue in the comic. Use your voice to express the feelings.



2 Read the email and make a bar chart.



Lesson 1

CLIL Objective: Analysing characteristics of human communication.



Children discuss the ways in which they express their feelings. Children act the feelings out using the given dialogues.



Children review different formats to display information and create a bar graph to reflect the results of a class survey.

1 Look at the photos and complete the speech bubbles.

sad happy angry scared bored tired



I'm scared.



I'm happy.



I'm tired.



I'm bored.



I'm sad.



I'm angry.

2 Count the objects and write numbers to make an inventory. **Student's own answers**

| | | living room | kitchen | bathroom | bedroom |
|--|-----------|-------------|---------|----------|---------|
| | computer | | | | |
| | radio | | | | |
| | TV | | | | |
| | CD player | | | | |
| | printer | | | | |
| | phone | | | | |

- Use the chart to write about your home.

Student's own answers

In my home there _____

Lesson 1



Children review the adjectives to express feelings.



Children use numbers to make an inventory of objects at home.

Activity Book

Page 65, Activity 1

Say: *Open your Activity Books at page 65. Look at Activity 1.*
Ask the children to identify the feelings in the pictures.
Tell the children to complete the sentences in their Activity Books.

Page 65, Activity 2

Say: *Now look at Activity 2.*
Ask: *Who's got a TV in the living room at home? What about in your bedroom? And in the kitchen? What about in the bathroom?*
Repeat the procedure for the other objects and rooms.
Tell the children to write numbers in the chart to show how many (if any) of these objects they have got in each room.
Ask volunteers to summarise the information they have written down, for example: *In my living room I've got a TV, a radio...*

Let's play!

Memory

Stick the word flashcards face down on one side of the board, and the picture flashcards on the other using Blu-Tack. Put the children into four teams, and ask one member of each team to come to the board. The children take turns to turn over one picture flashcard and one word flashcard. If they get a pair they get a point, if not, they turn the cards back over, and another team member takes their place at the board. The winning team is the team that finds the most pairs.

Resources

DVD

Unit 7, Episode 7

Teacher's Resource Book

DVD worksheet, page 31

Transcript



Track 2.15 Activity 1

- 1 (angry voice) *I've got a red and white bedroom.*
- 2 (bored voice) *I've got a red and white bedroom.*
- 3 (tired voice) *I've got a red and white bedroom.*
- 4 (happy voice) *I've got a red and white bedroom.*
- 5 (sad voice) *I've got a red and white bedroom.*
- 6 (scared voice) *I've got a red and white bedroom.*

Anticipating difficulties

In this unit we will be learning about inventors and inventions related to the area of Information and Communication Technology. Children often make the mistake of thinking that inventions are the result of one single inventor's work. We have an expression in English: *Standing on the shoulders of giants*. This expression was used by Isaac Newton to say that all inventions are the result of many people's work. So while we can say that Ada Byron invented a special programme we cannot say she invented computer programmes. Generally speaking we say the inventor of an object is the person (or company) who holds the patent. You might also like to discuss with the children why the majority of famous inventors were men, although there were some important women inventors.

CLIL Objective

Comparing original inventions with modern versions.

Curricular link: History; Science

Language Objectives

Vocabulary: telephone, printer, television, radio, computer, games console, mobile phone, camera; bigger, smaller, slower, mobile, black and white, digital

Structures: Was there a phone? Yes, there was. / No, there wasn't. There were lots of new inventions. It was (bigger).

Resources: CD; poster (side A); flashcards

INVENTIONS

Presentation



Say: *Today, we are going to compare old and new versions of inventions.*

Show the children the poster (side A) and hand out the flashcards.

Point to the different inventions and ask: *What's this?*

Ask the children holding the modern version to come to the board and match it.

Then ask: *Which flashcards have we got left over? So there probably weren't any of these things in 1950. What do you think?*

Point to each object on the poster and ask: *Is there a (TV) in your house? And in your granny's house? Was there a (TV) in her house when she was young? So were there TVs 50 years ago? 60 years ago?*

Work with the book



Student's Book, page 66, Activity 3

Say: *Open your books at page 66. Look at Granny's room.* Play **Track 2.16**. The children listen and point to the objects in the room.

Play **Track 2.16** again. The children join in with the song. Tell the children to work in pairs and take turns asking and answering questions about the objects in Granny's room.

Ask: *What wasn't there in Granny's room?* SS: *A printer, a games console, a mobile phone and a computer.*

Then ask: *Why not? Were there any printers in the 1950s? What about computers?*

Explain that some things just didn't exist, like games consoles, whilst others existed, like printers, but not for homes, they were only in factories and big companies.

Student's Book, page 66, Activity 4

Say: *Now look at Activity 4.*

Ask a volunteer to read the text out loud.

Ask: *Which camera is that?*

Ask questions about the Brownie camera: *When was it invented? How much was it? What was it made of? Was it faster and smaller than modern cameras?*

Was it digital? Were the photos in colour or black and white? Say: *Look at the TV in Granny's room. Was it bigger than the TV today? Was it black and white or colour? Was it digital?*

Repeat the procedure for the other objects using the words at the bottom of the page in order to formulate the questions.

Tell the children to choose one of the objects and write about it using the words.

Ask volunteers to read their texts out loud and discuss.

Transcript



Track 2.16 Song: In the good old 1950s

See page 279.

Optional Activity Book exercises

See page 279.

Practice

Continuous assessment

Children can name the main inventions for ICT.

Ask general questions about the development of ICT inventions using the adjectives on page 66 of the Student's Book:

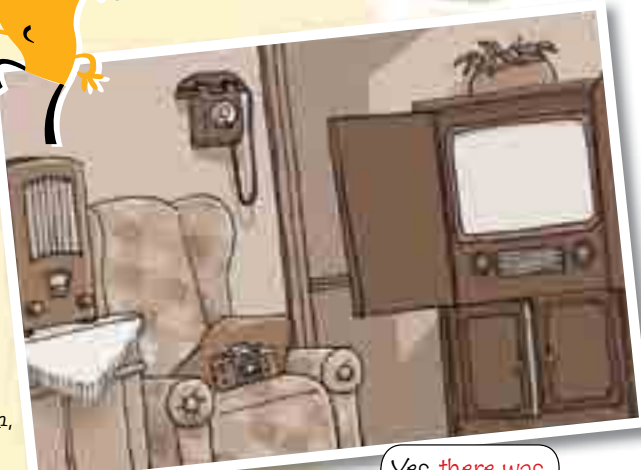
Are all new versions smaller than the old versions? What about TVs? Are all new versions faster? Are they easier to use? Are they all digital? Are they all cheaper? Are they all more colourful?

Project Quest: *What's your favourite ICT invention? Find a picture or photo.*

Write the quest on the board. Ask the children to say what their favourite inventions are. Tell the children to find a photo or picture and keep it for the Speaking project in Lessons 8 and 9.

3 Sing the song and find the inventions.

Oh, in the good old 1950s,
When I was just a girl.
There were lots of new inventions,
From all around the world.
There was a wooden cupboard
with a **television**,
It was black and white.
There was a **radio** with lots of knobs,
And lots of flashing lights.
There was a **camera** with a roll of film,
There was a **telephone** on the wall.
Oh, in the good old 1950s,
Not long ago at all!



Was there a phone
in the house?

Yes, there was.

- Ask and answer questions about the things in Granny's room.

telephone
computer

printer
games console

television
mobile phone

radio
camera

4 Read the text and choose the camera.



The Brownie was one of the first cameras. It was
invented in 1900 and it cost \$1. It was made
of wood and cardboard. It was much bigger and
slower than modern cameras. It wasn't digital.
The photos were black and white.



- Choose and write about one of Granny's things.

bigger

smaller

slower

mobile

black and white

digital

Lesson 2

CLIL Objective: Comparing original inventions with modern versions.

66



Children sing the song and identify the inventions in the picture.



Children review vocabulary referring to inventions as well as the adjectives and structures to describe and compare them.

3 Complete the text with *was*, *wasn't*, *were* or *weren't*.

In the 1950s there wasn't a phone in every house. There were lots of public phones. There weren't any mobile phones. There weren't any cordless phones. There wasn't a television in every house. There weren't any flat screens. Most televisions were black and white. There were some colour televisions. There was a radio in most houses and there was a radio in most cars. There weren't any CDs or DVDs. There weren't any video game

4 Number the sentences according to the photos. Then complete the sentences.



They were bigger. 1

They are all different colours. 2

They were only black and white. 1

They are lighter. 2

They are smaller. 2

There is an internet connection. 2

There are some games. 2

There is an MP3 player. 2

There is a camera. 2

They were heavier. 1

Lesson 2

66



Children review the forms and usage of the past tense of the verb *to be*.



Children identify the objects according to their description.

Activity Book

Page 66, Activity 3

Say: *Open your Activity Books at page 66. Look at Activity 3.*
 Say: *The missing words in this text are the past of the verb to be.*

Read the text out loud stopping at the gaps and asking the children to supply the correct form of the verb.

Tell the children to complete the paragraph in their Activity Books.

Ask volunteers to read the text out loud.

Page 66, Activity 4

Say: *Now look at Activity 4.*

Say: *Look at the photos of the phones.*

Ask questions: *Which ones are bigger? Which ones are all different colours?*

Ask the children to number the sentences in their Activity Books.

Say: *Now look at the sentences again. Which words do we use to talk about the old phones?* SS: *Was and were.*

T: *And what about the modern phones?* SS: *Is and are.*

Tell the children to complete the sentences in their Activity Books.

Ask volunteers to read their sentences out loud and say which photo they refer to. S1: *They were bigger.* S2: *That's photo 1.*

Grammar and Writing Booklet

Page 29, Activity 1

Say: *In this lesson we are going to learn how to write a biography. What is a biography? What does it tell us?*

Say: *Open your Grammar and Writing Booklets at page 29. Look at Activity 1. Look at the text.*

Let the children look at the text for a few minutes and then ask different children to read out parts of the text.

Ask comprehension questions.

Then read Eve's question out loud and tell the children to choose an answer. Ask them to give their reasons.

Page 29, Activity 2

Say: *Now look at Activity 2. Let's focus on the past tense of the verbs.*

You can write some examples on the board if you wish.

Say: *Now underline all the words in the text that end in -ed.*

Ask volunteers to read the questions and options out loud and ask the rest of the children to choose the correct answers.

Tell the children that in the next lesson they are going to start making a rough plan for their biographies.

Ask them to think of the kind of information they are going to include, and make a note of their suggestions on the board.

Let's play!

Finger writing

The children work in pairs. Display the flashcards from Unit 7 on the board.

The children take turns to 'write' the name of one of the items on their partner's back using their finger, while their partner tries to guess which flashcard it is.

Resources

Multi-ROM

Unit 7, Vocabulary 2

Teacher's Resource Book

Extension worksheet 1, page 51

Transcript



Track 2.18 Song: In the good old 1950s

*Oh, in the good old 1950s,
 When I was just a girl.
 There were lots of new inventions,
 From all around the world.
 There was wooden cupboard with a television,
 It was black and white.
 There was a radio with lots of knobs,
 And lots of flashing lights.
 There was a camera with a roll of film,
 There was a telephone on the wall.
 Oh, in the good old 1950s,
 Not long ago at all!*

CLIL Objective

Focussing on famous inventors.

Curricular link: History; Science

Language Objectives

Vocabulary: *invented, worked, developed, donated, discovered, designed, lived, invention, inventor, camera, film, movement, pictures; USA, France, UK*

Structures: *He worked in a bank. They invented the first camera. It was easier to use.*

Resources: CD; poster (side A); camera flashcard

FAMOUS INVENTORS

Presentation



Ask: *How many of you have got cameras? Are they part of your mobile phone? Can you see the photos on the computer? So are they digital? Were cameras always digital?*

Show the poster (side A). Hold the flashcard of the modern camera next to the picture of the camera on the poster.

Say: *Look at the difference between the first camera and a modern camera. Which one is bigger? Which one is faster? Which one is more colourful? Which one is digital? Which one is cheaper?*

Explain that before digital cameras existed, we took a roll of film to the shop to be developed and waited several days before we got our photos in an envelope.

Work with the book



Student's Book, page 67, Activity 5

Say: *Open your books at page 67. Look at Activity 5. Read the introductory text out loud.*

Ask questions about the text: *Who invented the Kodak camera? Who developed the films before the invention of the Kodak camera? What about afterwards? Why was it an important invention?*

Say: *Look at the sentences. Now imagine we are writing a biography about George Eastman. Let's listen to the sentences in the correct order.*

Play **Track 2.17**. The children listen and point to the sentences.

Play **Track 2.17** again. The children listen and make a note of the letters at the start of each sentence.

Ask: *What do the letters spell?* SS: *Camera.*

Say: *Look at the words in the box. Can you see how we change these verbs when we are talking about something that happened in the past? Can you find more words like this?*

Student's Book, page 67, Activity 6

Say: *Now look at Activity 6. Let's learn about some other inventors who discovered and designed machines for photography.*

Ask volunteers to read the texts out loud.

Ask questions about the texts: *Who invented the first camera for recording and projecting films? Who invented colour films? Who invented a camera for showing movement?*

Tell the children to work in pairs. They look at the texts for a few moments and then take it in turns to close their books and make statements about the inventors while the other child guesses who it is.

Transcript



Track 2.17 Activity 5

See page 283.

Optional Activity Book exercises

See page 283.

Practice

Draw a horizontal line across the board.

Ask the children to look at page 67 of their Student's Book.

Ask: *Which is the earliest date you can see on the page?* SS: 1879.

Write the date on the far left of the line. Then ask: *Which is the latest date?* SS: 1915. Write this date on the far right of the line.

Say: *This is a timeline. Let's fill it in.*

Ask volunteers to come to the board and write the other dates spaced out on the line in chronological order.

Then ask other volunteers to come and write the inventions by their dates.

Explain that we use timelines as a visual for understanding the order of events in the past.

Project Quest: *Find pictures of early versions of your favourite invention.*

Write the quest on the board. Say: *Remember the photos you found of your favourite ICT invention? Now find some photos or pictures of the early versions of your favourite invention.*

Tell the children to keep the photos/pictures for the Speaking project in Lessons 8 and 9.



George Eastman



One of the first photos using a Kodak camera



The Kodak girl advertisement

George Eastman invented the Kodak camera. It was a very important invention in the history of cameras. Before the Kodak, photographers developed their own photos. With the new camera, a factory developed the photos, so it was easier to use.

5 Listen and put the sentences in order.



He invented a new camera.



He worked in a bank.



He lived in the USA.



He discovered a technique for a new type of film.



He designed a camera for children.

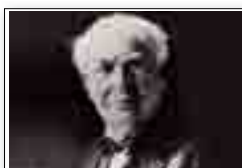


He donated a fortune to education.

• What word do the letters spell?

worked lived
invented donated

6 Play a memory game about the inventors.



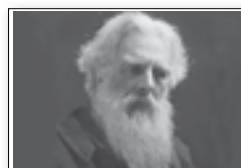
Thomas Edison lived in the USA. In 1891 he invented the first camera for moving pictures.



Louis and Auguste Lumière lived in France. In 1895 they invented the first camera for recording and projecting films.



Herbert Kalmus lived in the USA. In 1915 he invented colour films.



Eadweard Muybridge lived in the UK. In 1879 he invented the first camera for showing movement.

He lived in...

He invented...

Lesson 3

CLIL Objective: Focussing on famous inventors.

67

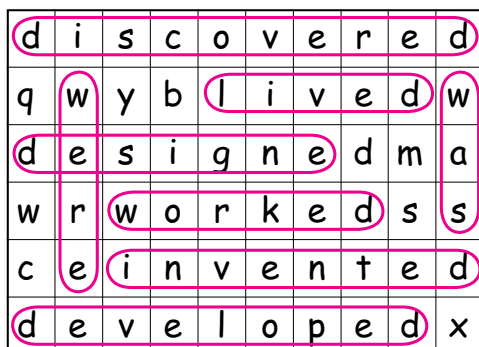


Children learn about some inventors, their inventions and their importance in our daily lives.



Children work on the sequence of events by ordering the given information and by playing a memory game. They also review the use of past simple to speak about events in the past.

5 Find 8 verbs in the past tense.



- Choose four verbs to complete the text.

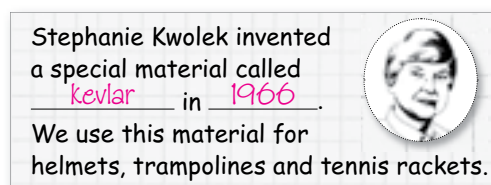
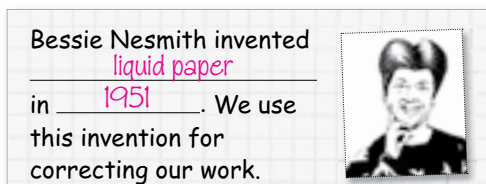
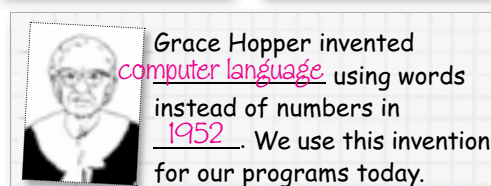
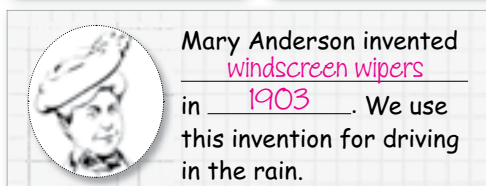
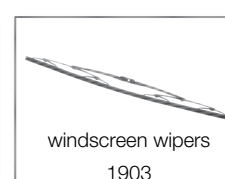
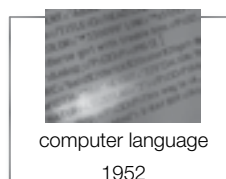
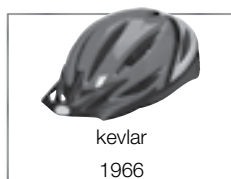
Katherine Blodgett was a scientist.

She lived in the USA, France and the UK.

She worked in a laboratory.

She designed invisible glass.

6 Complete the biographies of the women inventors.



Lesson 3



Children identify and use the past form of regular verbs.



Children complete the information about some women inventors and their biographies.

Activity Book

Page 67, Activity 5

Say: *Open your Activity Books at page 67. Look at Activity 5.*
Tell the children to find eight verbs in the past tense.

Ask volunteers to come and write the verbs on the board.
Read the sentences out loud stopping at the gaps and ask the children to supply the missing verbs from the list on the board.

Tell the children to complete the sentences in their Activity Books.

Page 67, Activity 6

Say: *Now look at Activity 6.*

Read the second half of each piece of text out loud and ask the children to say which invention it refers to, for example: *We use this invention for driving in the rain. What is it?* SS: *Windscreen wipers.*

Say: *Now use the information to complete the biographies.*
Ask volunteers to read their biographies out loud.

Grammar and Writing Booklet

Page 30, Activity 3

Ask: *What kind of text did we look at in the last lesson?*

SS: *A biography.*

Ask volunteers to read the sections of the leaflet out loud to remind them of the content.

Say: *Open your Grammar and Writing Booklets at page 30 and look at Activity 3. Let's plan our work.*

Tell the children to complete the information about their chosen inventors.

Ask the children to list Robert's main achievements and write their suggestions on the board.

Then tell them to think of three main achievements for their inventor.

Page 30, Activity 4

Say: *Now look at Activity 4.*

Ask volunteers to read the questions out loud.

Write the first question on the board and underline the words *did* and *live*.

Explain that these are the parts of the verb.

Tell the children to underline the parts of the verbs in the other questions.

Page 30, Activity 5

Say: *Now look at Activity 5.*

Ask volunteers to read the definitions out loud and ask each time: *Is that right?*

Tell the children to tick the correct definitions in their books.

Let's play!

Hangman

Choose a word from the unit and mark a dash on the board for each letter of the word chosen. The children take it in turns to say letters from the alphabet. If they say a letter from the word, write it in, and when they don't, begin to fill in parts of a 'hanged man' stick figure. The children win if they guess the word correctly before the stick figure is 'hanged'. Repeat the procedure, inviting volunteers to come to the board with new words for the class to guess.

Transcript



Track 2.17 Activity 5

George Eastman was born and lived in the USA. As a young man he worked in a bank but he was interested in photography. He discovered a technique for a new type of film. This new film made the process of developing photographs much easier. Then he invented a camera for this type of film. In 1900 he designed a special camera for children. It was called the Brownie camera. At the end of his life Eastman was a very rich man. He donated most of his fortune to education and research. George Eastman died in 1932 when he was 77 years old.

Resources

Multi-ROM

Unit 7, Writing

7 Listen to the story. What did Hypatia of Alexandria invent?

Hypatia of Alexandria

Hypatia of Alexandria was the first woman astronomer. She was born in Alexandria in about 370 AD. Her father was the director of the university. He was a very famous mathematician and astronomer. Hypatia studied mathematics, philosophy and science with him. He wanted Hypatia to be the 'perfect human being'.

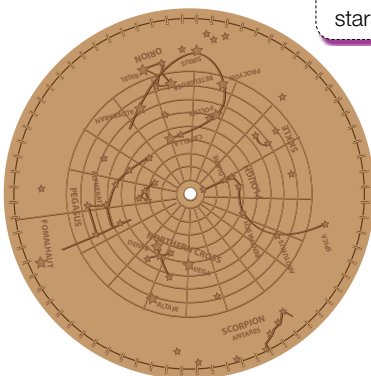


Hypatia was also an inventor and a writer. She invented the plate astrolabe, the planesphere and the hydroscope. These are all scientific instruments.

Hypatia finished her studies in Alexandria and visited Athens and Italy. After a few years, she travelled back to Alexandria. She started work at the university and observed the movement of the planets. She was a popular teacher. Her students loved and admired her very much.



Hypatia used the astrolabe to calculate the altitude of the stars and planets.



She used the planesphere to find the position of stars and constellations.

She used the hydroscope to look at objects under water.



Lesson 4

CLIL Objective: Literacy: Studying the life of a historical character.

68



Children learn about non-fiction texts and a new genre of literature: biography.



Children learn about a historical character and her inventions.

Hypatia was very tall and beautiful, and she liked sports. She liked swimming, riding and mountain climbing. She used a chariot to travel around the city. She used the same clothes as the other teachers in Alexandria, but they were all men!



Hypatia was a pagan and some people were angry with her. In 415 AD, they captured, tortured and killed her.

It was very difficult for women to work in science at that time. Hypatia always asked her students to think. She said, 'Even to think wrongly is better than not to think at all'.

On the moon there is a crater called Hypatia in honour of the first woman astronomer.



8 Listen to the words and the key sounds; then classify the words from the story.

studied

wanted

worked

travelled
invented
finished
observed
loved

started
liked
asked
visited

- Add more words to the lists.

Phonics

Lesson 5

CLIL Objective: Literacy: phonics.

69



Children learn about the difficulties women faced in order to become scientists in ancient times. Then they compare it with the current situation.



Children work on the pronunciation of the simple past ending in regular verbs.

CLIL Objective

Literacy: Studying the life of a historical character.

Curricular link: Literacy

Language Objectives

Story language: woman, astronomer, Alexandria, AD, father, director, university, famous, mathematician, mathematics, philosophy, science, human being, Athens, Italy, studies, work, movement, planets, popular, teacher, students, inventor, writer, astrolabe, planesphere, hydroscope, scientific instruments, calculate, altitude, stars, constellations, look at, objects, find, position, tall, beautiful, sports, wrong, swimming, riding, mountain climbing, chariot, clothes, pagan, angry, think, difficult, moon, crater, honour; studied, finished, visited, travelled, started, observed, loved, admired, invented, used, liked, captured, tortured, killed, asked

Resources: CD

What did Hypatia look like? What did she like doing? What kind of clothes did she use? Why was that unusual? How did she travel around the city? Why were some people angry with her? What did they do to her? When did she die? What did she say to her students about thinking? Do you agree with her? Why is there a crater called Hypatia on the moon?

Transcript



Track 2.18 Story: Hypatia of Alexandria

See page 289.

Optional Activity Book exercises

See page 289.

STORY: HYPATIA OF ALEXANDRIA

Present the story

Say: *It's story time! Open your books at pages 68 and 69. Read the title out loud: Hypatia of Alexandria.*

Ask the children to look at the pictures while you ask questions: (Picture 1) *Do you know where Alexandria is? Who can you see in the picture? Is this a modern picture or from a long time ago? Two hundred years ago or more than that? Look at the building and the clothes.*

(Pictures 2 and 3) *What do you think these objects are? Are they very old? Have you got any idea of what they were used for?* (Picture 4) *What is Hypatia doing?*

(Picture 5) *What are the men wearing? What is Hypatia wearing? Do you think that is unusual?* (Picture 6) *This is a picture of the surface of the moon. What can you see?*

Work with the book

Student's Book, page 68, Activity 7

Play **Track 2.18**. Tell the children to listen to the story and follow it in their books.

Ask comprehension questions:

Was Hypatia a woman or a man? Why was she famous? Where was she born? When was she born? Who was her father? What did she study? What did Hypatia's father want her to be? Where did she study? Where did she travel to? Where did she work? What did she do there? Was she popular? What did her students think of her? What else was Hypatia? What did she invent? What were they used for?

Develop the story

Tell the children to read the story again in silence and to make a note of any words they do not understand. Tell the children to come to the board and write the words from their lists.

Point to the words one by one and ask if anyone can explain the meanings. Help the children by offering examples of the words in context.

CLIL Objective

Literacy: phonics: different ways of pronouncing and writing the ed ending of regular verbs.

Curricular link: Literacy

Resources: CD

PHONICS

Retell the story

Ask: *What do you remember about the story?* Help the children to remember by asking questions. Use the comprehension questions from Lesson 4.

Work with the book

Student's Book, pages 68 and 69, Reading Activity

Ask different children to read the story out loud. Do not interrupt the children as they are reading but make a note of any words that are not correctly pronounced. Write the words on the board when they have finished. Point to the words one by one and ask if anybody can read the word out loud. Correct the pronunciation where necessary.

Student's Book, page 69, Activity 8

Say: *Look at Activity 9.*

Play **Track 2.19** to identify the three possible sounds at the ends of the words: *t*, *d* and *id*. Pause the CD. The children repeat the words. Continue with the other words from the story. The children repeat the words.

Explain that although the last two letters are the same, the sounds are different.

Draw three columns on the board and write the words *studied*, *worked* and *wanted* at the top of the columns.

Tell the children to copy the columns into their notebooks and then to classify the words from the story that have the same sounds.

Studied (*d*): travelled, observed, loved

Worked (*t*): finished, liked, asked

Wanted (*id*): invented, started, visited

Tell the children to come to the board and write the words from their lists.

Ask the children if they can think of any other verbs which have got these endings. If they can't, you can give them the following verbs to classify.

Studied (*d*): closed, rained, snowed

Worked (*t*): washed, walked, looked

Wanted (*id*): painted, waited, invited

Transcript



Track 2.19 Phonics

See page 291.

Optional Activity Book exercises


See page 291.

Develop the story

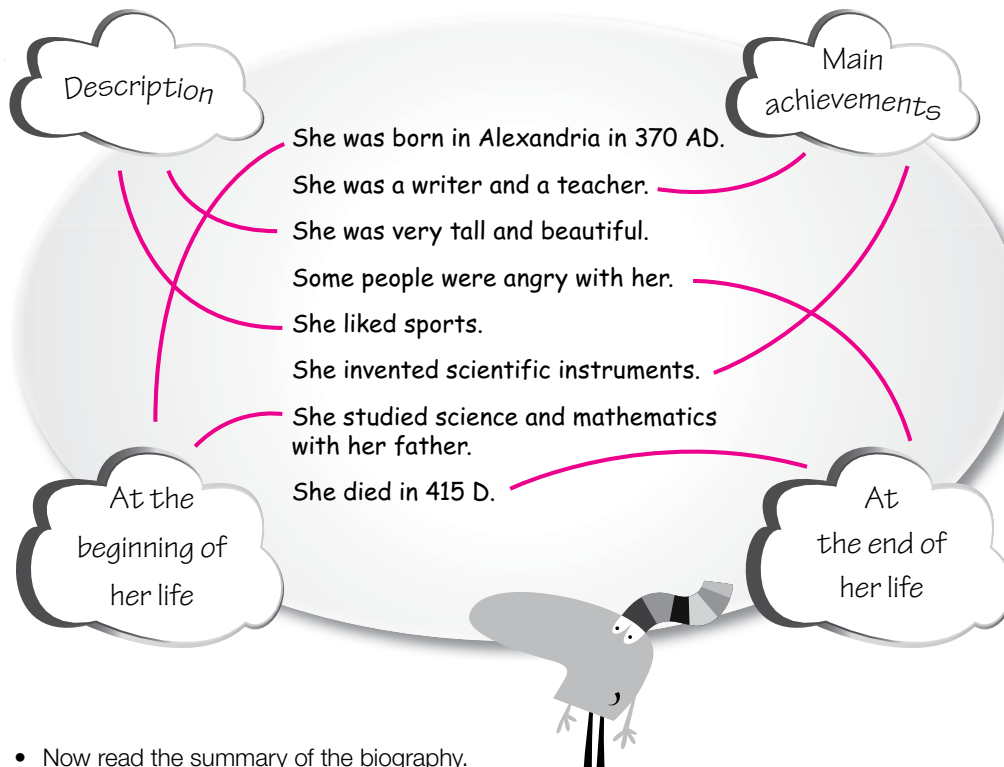
Divide the class into groups of four. Tell the children to divide the narration lines up amongst themselves and to read their story out loud in their groups.

Story summary

7 Complete the information about Hypatia of Alexandria.

| | |
|--|---|
| <input type="text"/> |  |
| Name: <u>Hypatia of Alexandria</u> | |
| Date of birth: <u>370 AD</u> | |
| Place of birth: <u>Alexandria</u> | |
| She lived <u>in Alexandria</u> | |
| She worked <u>at the university</u> | |
| She invented <u>the plate astrolabe, the planesphere, and the hydroscope</u> | |

8 Match the sentences with the parts of the biography.



Lesson 4

68



Children complete the summary of the story.



Children identify and classify information from a biography.

Activity Book

Page 68, activity 7

Say: *Open your Activity Books at page 68. Look at Activity 7. Tell the children to look at the index card for Hypatia of Alexandria and write her name.*

Then ask: *Do you remember when she was born?* If the children don't remember, tell them to look at the story again, find the date and write it on the index card. Repeat the procedure for the rest of the information. Ask questions to check the information: *When was she born?*

Page 68, activity 8

Say: *Now look at Activity 8.*

Ask: *Which sentences give us a description of Hypatia? Which sentences describe the beginning of her life? Which sentences describe her main achievements? Which sentences describe the end of her life?*

Tell the children to match the sentences to the parts of the biography.

Ask volunteers to read the sentences out loud in the following order: *beginning of her life, description, main achievement, and end of her life.*

Resources

Multi-ROM

Unit 7, Story

Transcript



Track 2.18 Story: Hypatia of Alexandria

Hypatia of Alexandria was the first woman astronomer. She was born in Alexandria in about 370 AD.

Her father was the director of the university. He was a very famous mathematician and astronomer. Hypatia studied mathematics, philosophy and science with him. He wanted Hypatia to be the 'perfect human being'.

Hypatia finished her studies in Alexandria and visited Athens and Italy. After a few years she travelled back to Alexandria. She started work at the university and observed the movement of the planets. She was a popular teacher. Her students loved and admired her very much.

Hypatia was also an inventor and a writer. She invented the plate astrolabe, the planesphere and the hydroscope. These are all scientific instruments.

Hypatia used the astrolabe to calculate the altitude of the stars and planets.

She used the hydroscope to look at objects under water.

She used the planesphere to find the position of stars and constellations.

Hypatia was very tall and beautiful, and she liked sports. She liked swimming, riding and mountain climbing. She used a chariot to travel around the city. She used the same clothes as the other teachers in Alexandria, but they were all men!

Hypatia was a pagan and some people were angry with her. In 415 AD, they captured, tortured and killed her.

It was very difficult for women to work in science at that time. Hypatia always asked her students to think. She said, 'Even to think wrongly is better than not to think at all'.

On the moon there is a crater called Hypatia in honour of the first woman astronomer.

9 Write the past tense endings on the verbs.

| | | |
|------------------------|----------------------|-----------------------|
| discover ^{ed} | love ^d | develop ^{ed} |
| observe ^d | like ^d | want ^{ed} |
| finish ^{ed} | study ^{ied} | travel ^{led} |
| use ^d | admire ^d | donate ^d |

• Now use the key to underline the verbs.

Key

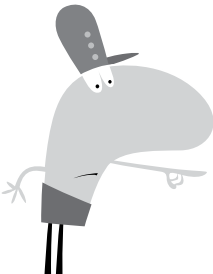
red = add **ed**

blue = add **d**

green = add a consonant and **ed**

orange = change the **y** for an **i** and add **ed**

10 Classify the verbs by the sounds.

| Sounds like... | <u>lived</u> | <u>worked</u> | <u>invented</u> |
|---|--------------|---------------|-----------------|
|  | discovered | developed | donated |
| | observed | finished | wanted |
| | used | liked | |
| | loved | | |
| | studied | | |
| | admired | | |
| | travelled | | |
| | | | |

Lesson 5

69



Children write the past forms of regular verbs and colour-code the rules.



Children classify the past forms according to the pronunciation of their endings.

Activity Book

Page 69, Activity 9

Say: *Open your Activity Books at page 69. Look at Activity 9.* Write the infinitive form of the verbs on the board.

Ask volunteers to come and write the past endings.

As they write, guide them to add *ed*, add *d*, change the *y* for an *i* and *ed*, or double the consonant and add *ed*.

Explain that there are four possible ways of writing the past form of the verbs.

Tell the children to complete the past tense and then use the key to underline the verbs.

Ask volunteers to read their lists out loud: *The verbs I underlined in red are (discovered)...*

Page 69, Activity 10

Say: *Now look at Activity 10.*

Explain that there are four possible ways of writing the past form and three possible ways of pronouncing the words.

Read the words out loud emphasising the differences in pronunciation of the final *ed* sound.

Tell the children to read the words out loud to themselves and to classify them.

Ask volunteers to read their lists out loud in order to correct the activity.

Let's play!

Sound stories

Write three names on the board: *Bert*, *Fred* and *David*. Read them aloud emphasising the sounds *t* (*Bert*), *d* (*Fred*) and *id* (*David*) in the names. The children work in groups. Each group uses a set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book, page 23). Tell the children to classify the cut-outs into three groups: *Bert*, *Fred*, and *David*. Now tell the children that you are going to tell them a story, and that they have to guess who the story is about. Read the following story to the children, emphasising the verbs: *This man decided to have a party. He invited all his friends, and he even painted his living room. The party started at eight o'clock. He waited and waited but no one came. Finally he accepted that no one wanted to come, so he went to bed.* Ask: *Who is the story about?* SS: *David*. In their groups, the children write a short paragraph about either *Bert*, *Fred* or *David*, using the corresponding verbs. When they have finished, they read their stories out loud and their classmates guess who the story is about.

Resources

Multi-ROM

Unit 7, *Phonics*

Transcript



Track 2.19 Phonics

worked
studied
wanted

travelled
invented
finished
observed
loved
started
liked
asked
visited

CLIL Objective

Focussing on significant inventors in the history of ICT.

Curricular link: History; Science

Language Objectives

Vocabulary: *live, lived, born, work, worked, invent, invented, computer program, telephone, typewriter, television, UK, USA*

Structures: *Ada Byron was born in 1815. She worked in the UK. Did she live in the USA? Yes, she did./No, she didn't.*

Resources: poster (side B); poster pop-outs; Unit 7 cut-outs (or Teacher's Resource Book, page 15, one photocopy per child); flashcards

ICT INVENTORS

Presentation



Show the children the poster (side B). Say: *These are old inventions. Do you know what they are?*

Hand out the flashcards and ask the children to come to the board and match the flashcards of the new versions to the old versions and say: *This is a (television).*

Hand out the pop-outs of the inventors and ask: *Whose got the pop-out of (Guttenberg)? He invented the printing press. Come and put the pop-out on the poster.*

Repeat the procedure for the other inventions/inventors.

Work with the book

Student's Book, page 70, Activity 9

Say: *Open your books at page 70.*

Tell the children to find the cut-outs for unit 7. (Alternatively, hand out the photocopies.)

Tell the children to look at the information in their cut-outs and ask questions about the inventors: *Did Ada Byron live in the UK? Did Alexander Graham Bell invent the television?*

Tell the children to work in pairs and choose one half of the information table each. The children take turns asking and answering questions about the inventors, using the model in the Student's Book.

Ask questions to check the activity: *Who invented the (television)? Where did he live? Where did he work?*

Student's Book, page 70, Activity 10

Say: *Look at Activity 10.*

Tell the children to choose an inventor and write about him/her in their notebooks.

Optional Activity Book exercises

See page 295.

Practice

Continuous assessment

Children can ask and answer biographical questions about famous inventors.

Ask the children to read their biographies out loud and compare them.

Draw a timeline on the board and ask the children to come and place their inventors and inventions on the timeline.

Project Quest: *Name the main inventors for your invention. When did they live?*

Write the questions on the board. Ask if anybody knows the answers. Tell the children to find out the answers and make a note of them in their notebooks, ready for the Speaking project in Lessons 8 and 9.

9 Complete the information about the inventors.



Alexander Graham Bell



Christopher Scholes



Ada Byron



John Logie Baird

I want to find out about Ada Byron. Did she live in the USA?

No, she didn't.



10 Choose and write about another inventor.



Ada Byron was born in 1815.
She lived in the UK.
She worked in the UK.
She invented the first computer program.



Lesson 6

CLIL Objective: Focussing on significant inventors in the history of ICT.

70



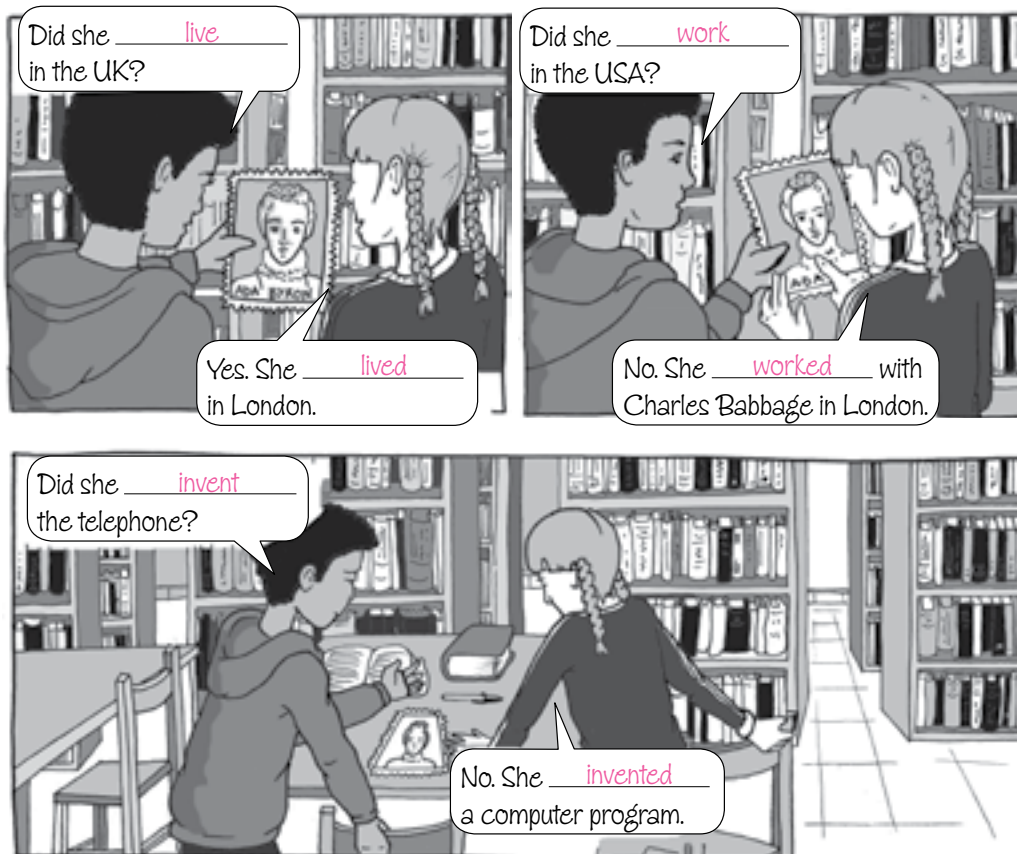
Children find out information about some inventors asking questions as in an interview.



Children write about an inventor using the information found in the cut-outs.

11 Use the words to complete the sentences.

live work invented worked invent lived



12 Circle the correct answer then answer the other questions. **Student's own answers**

Did your great-grandad live in the UK?

Yes, he did. / No, he didn't.

Did he work in a factory?

Did he travel to many different places?

Did your great-grandma live in a city?

Did your great-grandma study at a university?

Did she work outside the house?

Lesson 6

70



Children review the structures to make questions as well as the usage of the past tense.



Children answer questions about their grandparents.



Activity Book

Page 70, Activity 11

Say: *Open your Activity Books at page 70. Look at Activity 11.*

Tell the children to look at the pictures. Ask two children to complete the sentences for each picture, out loud. Tell the children to complete the sentences in their Activity Books.

Page 70, Activity 12

Say: *Now look at Activity 12.*

Read the first question out loud and ask the children to call out their answers.

Repeat the procedure for the other questions.

Tell the children to answer the questions in their Activity Books.

Grammar and Writing Booklet

Page 31, Activity 6

Say: *Now we are going to see how we can make our rough drafts better.*

Hand out the drafts and discuss any problems.

Ask the children to look carefully at the mistakes you have underlined and ask you if there is anything they do not understand.

Write an incorrect sentence on the board and ask the rest of the class if they can find the mistake. Ask a volunteer to come and write the correct sentence.

Ensure you point out exactly what the mistake is, for example: *Look! The pronoun they is plural but the verb you used is singular. Do you see?*

Repeat the procedure with all the mistakes they have difficulty understanding.

Say: *Open your Grammar and Writing Booklets at page 31. Look at Activity 6.*

Say: *This is a list of type of mistakes. Look carefully at your rough drafts and tick the mistakes you made.*

Ask the children to read out some of their mistakes and corrections.

Page 31, Activity 7

Say: *Now look at Activity 7. Choose four mistakes and write the correct sentences.*

Page 31, Activity 8

Say: *Now look at Activity 8.*

Explain that we can always make our work better.

Tell the children to answer the questions about their inventors and add the information to their rough drafts.

Ask volunteers to read their answers out loud and make suggestions where necessary.

Let's play!

Snap!

The children work in pairs. Each child uses a set of key vocabulary cut-outs (or photocopies of Teacher's Resource Book page 23, one per child). The children shuffle the cards and share them out. The first player says the cut-out they are going to lay on the table, and lays it down. The second player lays one of their cut-outs down at the same time. If they coincide with the same cut-out the children have to say *snap*. The first child to say *snap* gets the cards that are laid on the table. The winner is the child who wins all the cards.

Resources

Teacher's Resource Book

Extension worksheet 2, page 52

Multi-ROM

Unit 7, Grammar 1

CLIL Objective

Linking inventions to later developments in computer technology.

Curricular link: History; Science

Language Objectives

Vocabulary: *television, typewriter, games console, electric light bulb, telephone, printing press, lighting, rooms, printing books, papers, transmitting, voice, long distances, writing, mechanically, pictures, sounds, playing games*

Structures: *Thomas Edison invented something for lighting rooms. What did Edison invent? When did he invent it? Guttenberg invented the printing press in 1439. It developed into the modern printer.*

Resources: poster (side B); poster pop-outs; flashcards

INVENTIONS AND COMPUTER TECHNOLOGY

Presentation



Show the children the poster (side B).

Point to the computer parts and name them: *screen, mouse, keyboard.*

Point to the TV and ask: *What part of the computer is like the TV?* SS: *The screen.* Then say: *That's right the TV screen developed into the computer screen. The screen has got a light in it. What invention did they need to develop the screen?* SS: *The light bulb.*

Use the flashcards to reinforce the connection between the parts of the computer and other inventions.

Repeat the procedure for the keyboard and printer.

Ensure the children understand that most of the components of the computer rely on other inventions.

Work with the book

Student's Book, page 71, Activity 11

Say: *Open your books at page 71. Look at Activity 11.*

Read the first sentence out loud and ask: *What invention is that?* SS: *The light bulb.*

Repeat the procedure for the other sentences and inventions.

Tell the children to work in pairs, choose an inventor and take turns asking and answering questions using the model on page 71 of the Student's Book.

Student's Book, page 71, Activity 12

Draw a timeline on the board and write 1439 on the left-hand side and 1968 on the right-hand side.

Ask children to come to the board and write the other dates from Activity 11 on the timeline.

Ask other children to come and write the inventions below the dates.

Tell the children to copy the timeline, choose an invention and write about it.

Tell the children to look back at the other inventions on pages 66 and 67 and the inventors on the poster.

Ask volunteers to come and add the inventors and inventions to the timeline.

Optional Activity Book exercises

See page 299.



Practice

Continuous assessment

Children can compare modern and original inventions and relate them to their uses.

Write the following words on the board: *light bulb, printing press, TV, video game, telephone, typewriter.*

Ask the children to think of all the things in their homes (or their personal possessions) which are connected to these inventions and how they are connected. For example, a mobile phone has got a screen (TV), a keyboard (typewriter), camera, video games, and can be connected to the internet (telephone).

Project Quest: *How do you use your favourite invention in your everyday life?*

Write the question on the board. Ask some children to answer orally and ask them to say whether they use it for entertainment or for schoolwork. Tell the children to make a note of the answer in their notebooks, ready for the Speaking project in Lessons 8 and 9.

ANSWER KEY

See page 299.

11 Read about the inventors and find the inventions.

Thomas Edison invented something for lighting a room.

Johannes Gutenberg invented something for printing books and papers.

Alexander Graham Bell invented something for transmitting voice over long distances.

Christopher Scholes invented something for writing mechanically.

John Logie Baird invented something for transmitting pictures and sound over long distances.

Ralph Baer invented something for playing games.

• Ask a classmate.

What did Edison invent?

When did he invent it?



The television
1926



The typewriter
1868



The electric light bulb
1879



The video game console
1968



The telephone
1870

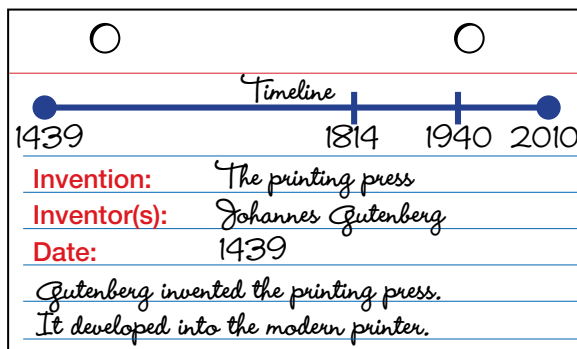


The printing press
1439

12 Make a timeline for the inventions.

Instructions

- 1 Work in groups of four.
- 2 Choose inventions.
- 3 Write information about your inventions.
- 4 Make a timeline.
- 5 Add the information to the timeline.



Lesson 7

CLIL Objective: Linking inventions to later developments in computer technology.

71



Children learn more about important inventions and their inventors and discuss their relevance nowadays.



Children learn to use another format to display information, by creating a timeline with the inventions learned.

13 Label the pictures.

typewriter television light bulb telephone
printing press video game console



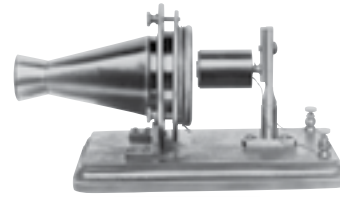
1879

light bulb



1439

printing press



1868

telephone



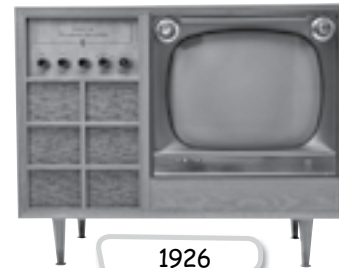
1968

video game console



1870

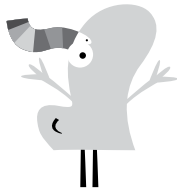
typewriter



1926

television

14 Write the dates in chronological order. Then match the dates in words with the dates in numbers.



Fourteen thirty-nine

Eighteen sixty-eight

Nineteen twenty-six

Eighteen seventy-nine

Eighteen seventy

Nineteen sixty-eight

fourteen thirty-nine — 1439

eighteen sixty-eight — 1968

eighteen seventy — 1868

eighteen seventy-nine — 1926

nineteen twenty-six — 1870

nineteen sixty-eight — 1879

Lesson 7

71



Children identify the vocabulary.



Children use numbers to refer to and order dates.

Activity Book

Page 71, Activity 13

Say: *Open your Activity Books at page 71. Look at Activity 13.*

Tell the children to label the pictures.

Ask: *What's picture number (1)?* The children say the names of the inventions.

Page 71, Activity 14

Say: *Now look at Activity 14.*

Say: *1439 is the earliest date. What's the next date?*

SS: 1834.

Repeat the procedure until the children have sequenced all the dates.

Tell the children to write the dates in chronological order in words. Then tell them to match the date in digits with the dates in words.

Grammar and Writing Booklet

Page 32, Activity 9

Say: *In this lesson we are going to write our own grammar charts.*

Explain that this is a summary of the grammar we have been focussing on. It helps us to study the grammar.

Ask the children to look through the last three lessons and summarise the grammar they have been looking at. Then say: *In this lesson we are going to focus on a verb tense: the past simple in the affirmative and interrogative.* Give example statements and questions to illustrate the past simple: *She invented a chocolate machine. Did she live in Chicago?*

Say: *Open your Grammar and Writing Booklets at page 32. Look at Activity 9.*

Ask volunteers to help you complete the charts out loud. Tell the children to complete the grammar charts in their books.

Page 71, Activity 10

Say: *Now look at Activity 10.*

Tell the children to write a clean copy of the biography using their plans, rough drafts, corrections and all the exercises they did to make their work better.

Ask a few volunteers to show and read their biographies out loud.

Place the biographies on the walls of the classroom and encourage the children to walk around and look at their classmates' work.

Let's play!

Picture memory

The children work in groups. Display the poster, and tell the children to study it for two to three minutes. Then remove the poster. The children make a list of all the items they can remember from the poster. The group with the longest list wins.

Resources

Multi-ROM

Unit 7, Vocabulary 1

Teacher's Resource Book

Ready to read, page 75

ANSWER KEY

Student's Book, Activity 11

Edison: the electric light bulb
Gutenberg: the printing press
Graham Bell: the telephone
Scholes: the typewriter
Logie Baird: the television
Baer: the video game console

CLIL Objective

Relating inventions to our own lives.

Curricular link: History; Science

Language Objectives

Vocabulary: *Italy, China, UK, USA; radio, game console, live, born, invent, work, working, watching films, talking to my friends, doing my homework, printing photos, listening to music, listening to the news, playing, taking photos*

Structures: *When was he born? Where was he born? What did he invent? When did he invent it? Where did he live? I use a (camera) for (taking photos).*

Resources: CD; poster (side B); flashcards

SPEAKING PROJECT: INVENTIONS

Presentation



Show the children the poster (side B). Point to the pictures and ask who has chosen pictures from the poster as their favourite inventions.

Ask how many have brought their pictures/photos of inventions.

Write the Project Quest questions on the board. Ask: *How many people have found the answers to the two questions?* The children raise their hands. Ask some children to provide their answers. Make a note of their answers under the questions.

Work with the book



Student's Book, page 72, Activity 13

Say: *Open your books at page 72. Look at Activity 13. Look at the photo of Marconi. When do you think he was born, in 1874 or 2009? SS: 1874!*

Tell the children to work in pairs and take turns asking and answering questions about Marconi, using the clues on page 72.

Say: *Now let's listen and check.*

Play **Track 2.20**. The children listen and point to the correct clues.

Student's Book, page 72, Activity 14

Say: *Now look at Activity 14.*

Place the flashcards up on the board.

Point to each flashcard and ask: *What do you use a (mobile phone) for?*

Tell the children to work in pairs and take turns asking and answering questions about the inventions using the model on page 72 of the Student's Book.

Point to the flashcards one by one and ask: *How important is this invention for you?* Then ask: *How important is this invention for people in general?*

Point out that some inventions are fun and entertaining, like a games console and others are very important for people's lives in general, like a telephone.

Transcript



Track 2.20 Activity 13

See page 303.

Optional Activity Book exercises

See page 303.

Practice

Remind the children that some inventions are important for us personally and others are important for people in general.

Place the flashcards on the board.

Ask: *Which of these inventions is really important for our lives today?*

Encourage the children to discuss the importance of the inventions, for example without light bulbs we would have no street lights, no televisions, no computers, no lights in our homes...

Then say: *Imagine you need to eliminate three inventions. Which ones would you eliminate?*

Encourage the children to give reasons for their answers.

ANSWER KEY

See page 299.

See Transcript, page 303.

Inventions

13 Take turns asking and answering questions about Marconi.

When was he ...?

Where did he ...?

Where did he ...?

What did he ...?

When did he ...?

1874

2009

Italy

China

UK

USA

radio

game console

1900

1989

Guglielmo Marconi



live born work invent invent

• Now listen and check.

14 Talk about modern inventions. Discuss the questions.

working

printing photos

listening to music

watching films

listening to the news

taking photos

talking to my friends


doing my homework

playing

I use a camera for taking photos.

How important are these inventions to you?

How important are these inventions for people in general?



• Discuss the questions.

Lesson 8

CLIL Objective: Relating inventions to our own lives.

72



Children review the interview format as well as question and answer structures in the past simple.



Children practise reading and saying numbers to express dates in English.

15 Complete the questions with *what*, *where* or *when*. Do the quiz.

- 1 What did Gutenberg invent?
a) The printing press. b) The TV.
- 2 Where did Hypatia of Alexandria live?
a) The USA. b) Egypt.
- 3 When did Eastman invent the Brownie camera?
a) In 1900. b) In 1436.
- 4 Where did Logie Baird live?
a) In the UK. b) In Egypt.
- 5 When did Edison invent the light bulb?
a) In 1879. b) In 1986.
- 6 What did Scholes invent?
a) The typewriter. b) The radio.
- 7 What did Baer invent?
a) The video game console. b) The telephone.
- 8 Where did Ada Byron work?
a) In the UK. b) In France.



16 Tick (✓) the chart for yourself. **Student's own answers**

| I use a... | computer | mobile phone | video game console | printer | television |
|------------|----------|--------------|--------------------|---------|------------|
| every day | | | | | |
| sometimes | | | | | |
| never | | | | | |

Lesson 8

72



Children review question particles as they do the quiz about inventors and inventions.



Children review charts as a way of displaying data, creating one to reflect information about themselves.

Activity Book

Page 72, Activity 15

Say: *Open your Activity Books at page 72. Look at Activity 15.*

Write the words *what*, *where* and *when* on the board.
Ask volunteers to read the questions out loud, supplying the missing question word each time.
Ask other volunteers to choose the correct answers.
Tell the children to complete the questions in their Activity Books and to circle the correct answers.

Page 72, Activity 16

Say: *Now look at Activity 16.*

Ask: *How often do you use a (computer)? Every day, sometimes or never?* Repeat the procedure for the other objects in the table.

Tell the children to tick the table according to their own usage.

Ask the children to summarise the information in their tables: *I use a computer every day. I sometimes use a printer...*

Let's play!

Bull's-eye!

Divide the class into teams and put the flashcards for the unit on the floor a few metres away from the children. Give one member of each team a small bean bag or any other object that is safe to throw. Say the name of an item of technology. The children have to throw the bean bag so that it lands on the correct flashcard. The team which gets closest wins a point. Repeat the procedure until all the children have had a turn.

Resources

Multi-ROM

Unit 7, Grammar 2

Transcript



Track 2.20 Activity 13

When was he born?
He was born in 1874.

Where did he live?
He lived in Italy.

Where did he work?
He worked in the UK.

What did he invent?
He invented the radio.

When did he invent it?
In 1900.

CLIL Objective

Making a poster about an important ICT invention.

Curricular link: Art; History; Science

Language Objectives

Vocabulary: *telephone, television, mobile phone, computer, printer, camera, radio, videogame console*

Structures: *Alexander Graham Bell was born in... He lived in... He invented the... It developed into the... People used the first phones for urgent messages. Now we use them for talking to friends.*

Resources: poster (side B); poster pop-outs; flashcards

Materials: a big piece of card, white paper, glue, scissors, pens

SPEAKING PROJECT: ICT INVENTION POSTER**Presentation**

Place the flashcards up on the board. Ask the children to come and write their names under the invention they have chosen for their poster.

Show the children the poster (side B). Hand out the pop-outs of the inventors and ask the children to come and place them on the poster next to the corresponding invention. Encourage them to say: *This is (Alexander Graham Bell). He invented the (telephone).*

Work with the book**Student's Book, page 73, Activity 15**

Say: *Open your books at page 73. Look at Activity 15.*

Read and explain the instructions for making the poster.

Hand out the materials.

Tell the children to use their pictures/photos to make their posters and write about their inventors.

Student's Book, page 73, Activity 16

Hang the children's posters on the walls of the classroom.

Tell the children to work in pairs and walk around looking at the posters.

Encourage them to discuss the information about the inventions, especially the differences between the original versions and the modern versions.

Optional Activity Book exercises

See page 307.

**Practice**

Tell the children to make a list of all the inventions they have learned about, using the flashcards and the poster.

Tell them to number the inventions in order of importance with 1 as the least important.

Draw a table on the board with all the inventions along the top and ask the children to come and write their votes on the table.

Add up the totals to find the most important invention.

Point to some of the inventions that received the lowest number of votes and ask: *But what if nobody had ever invented the (radio)? Can you say what other inventions wouldn't exist?*

Explain that it is very hard to choose the most important from this list because they are all so closely connected.

15 Make a poster.

Instructions

- 1 Choose an important invention for ICT.
- 2 Find out and write information about the inventor.
- 3 Glue photos of the original invention and modern versions. Write the dates.

YOU NEED

a big piece of card
white paper
glue
scissors
pens



16 Talk about the inventions.

People used the first phones for urgent messages.



Now we use the phone for talking to friends.



Lesson 9

CLIL Objective: Making a poster about an important ICT invention.



Children show their creativity creating a poster about a relevant ICT invention.



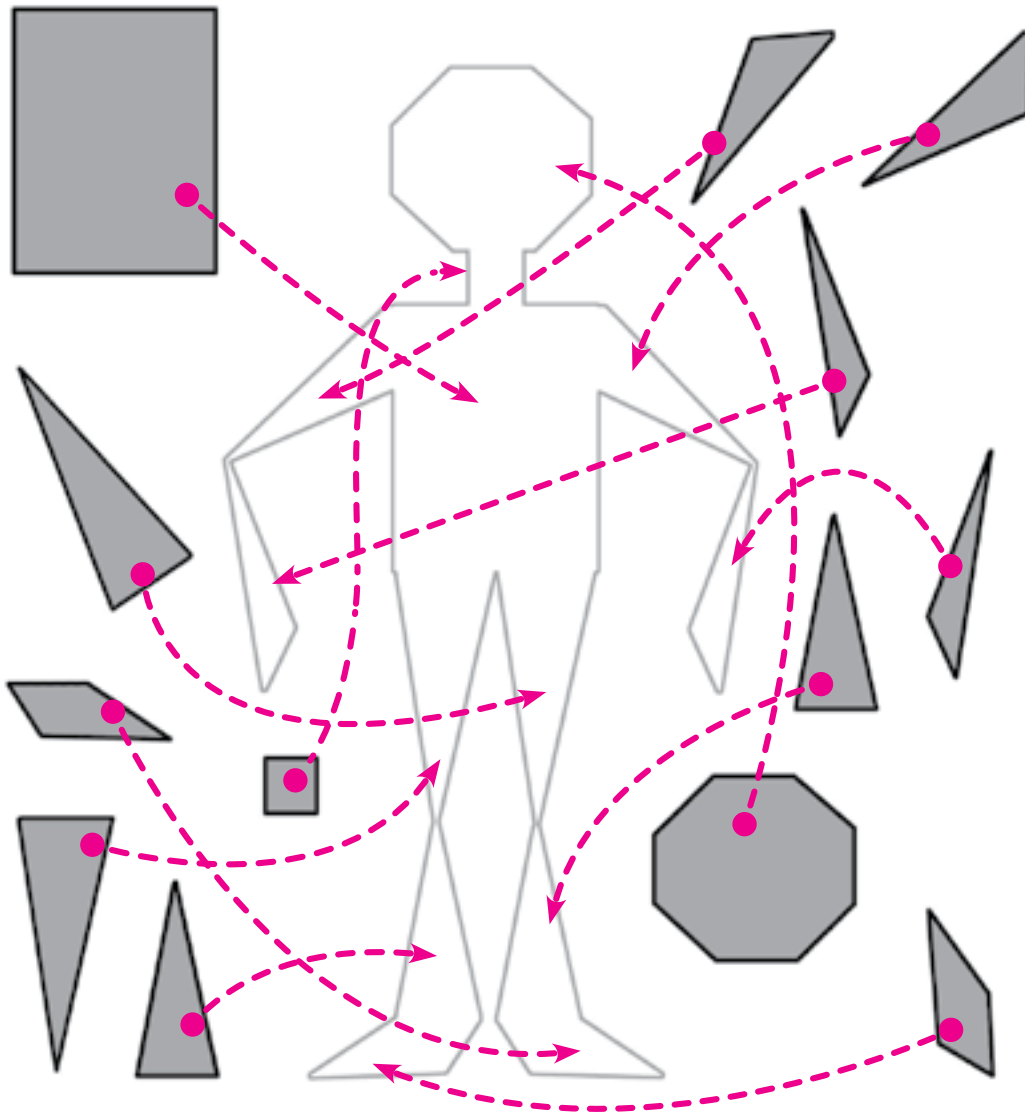
Children review the structures and the vocabulary learned in this unit.

Good inventors are good at problem solving puzzles. How good are you?

17 Solve the puzzle.

Instructions

- 1 Trace and cut out the shapes.
- 2 Use the shapes to complete the picture. Race your classmates.



Lesson 9

73



Children use geometry and logical thinking to solve the problem presented in this activity.



Children cut out the shapes carefully and neatly in order to achieve an artistic and neat result.

Activity Book

Page 73, Activity 17

Materials: tracing paper.

Say: *Open your Activity Books at page 73. Look at Activity 17.*

Explain that one thing that all famous inventors have in common is that they are good at solving puzzles.

Ask: *Who's good at solving puzzles in this class?*

Hand out the tracing paper.

Tell the children to trace around the shapes and cut them out.

Then tell them to complete the picture using the shapes.

The first person to complete the picture shouts: *Stop!*

Tell the children to complete their pictures and glue the shapes in place.



Let's play!

Whispers

The children form different teams and sit in rows. Whisper a sentence to the first person each row, for example: *Thomas Edison invented the electric light bulb in 1879.* The children have to whisper the sentence to the next child and so on along their row. When the sentence gets to the end of the row, the final child has to write it down. If it is correct they win. Repeat with different sentences from the unit.



Resources

Teacher's Resource Book

Ready to speak, page 89

Objective

Assessment.

Curricular link: History; Science

Language Objectives

All language from Unit 7.

Resources: CD; poster (sides A and B); poster pop-outs; flashcards

REVIEW

Let's remember!



Say: *Today we are going to revise all the work that we have done in Unit 7.*

Put the flashcards and the poster (side B) up on the board and say: *Do you remember these inventions?*

Hand out the poster pop-outs of the inventors and ask the children to come and place them next to their inventions.

Ask questions about the inventions to check their knowledge: *Who invented the (telephone)? Do you remember when he was born? Where was he born?*

When did he invent the (telephone)? Where did he live? Why was this invention so important?

Show the children the poster (side A) and ask volunteers to come to the board, touch and name the inventions.

Say: *Do you remember the song?*

Play **Track 2.16** and sing the song with the children.

Work with the book

Student's Book, page 74, Activity 17

Say: *Open your books at page 74. Look at Activity 17.*

Say: *Look at the picture. Can you name eight inventions?*

The children call out the answers.

Each time ask: *Do you remember who invented that?*

Tell the children to make a list of the eight inventions.

The children work in pairs, choose four inventions each from the picture, read through the work in the unit and gather information.

They then take turns to tell their partners about their inventions.

Student's Book, page 74, Activity 18

Say: *Look at Activity 18. Who is this woman? Do you remember? SS: Hypatia of Alexandria.*

Say: *Look at the questions and the text. Who can make a question about Hypatia?*

Ask two or three volunteers to make questions and the rest of the class to answer, orally.

Tell the children to use the clues to write six questions and find the answers in the story on pages 68 and 69.

Transcript



Track 2.16 Song: In the good old 1950s

See page 279.

Optional Activity Book exercises

See page 311.

Round up

Say: *We started this unit by talking about communication and how we can communicate using gestures and the tone of our voice. Then we learnt about many different inventions connected to information and communication technology.*

Tell the children to work in pairs and imagine a new invention for ICT.

Ask volunteers to describe their ideas. Supply language as needed.

ANSWER KEY

Student's Book, Activity 17

Television: Logie Baird invented the television in 1926.

Video game console: Ralph Baer invented the video game console in 1968.

Light bulb: Thomas Edison invented the light bulb in 1879.

Printer: Gutenberg invented the printing press in 1439.

Radio: Marconi invented the radio in 1900.

Camera: George Eastman invented the camera in 1900.

Computer: Ada Byron invented the first computer program.

Student's Book, Activity 18

Model answer

When was she born? 370 AD.

Where did she live? Alexandria.

What did she study? Science.

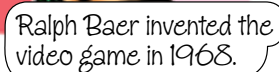
Where did she work? At the university.

What did she observe? The planets.

What did she invent? The astrolabe.

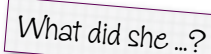


17



- 18

370 AD



- 74



309



Review

- 18 Choose 5 inventions from your book and complete the timeline.



Student's own answers

1439 Gutenberg invented the printing press.

- 19 Use the words to complete the sentences.

travelled lived ~~discovered~~ invented worked observed

- 1 George Eastman discovered a new technique for films.
- 2 Hypatia of Alexandria observed the stars.
- 3 Thomas Edison invented the light bulb.
- 4 Christopher Scholes lived in the USA.
- 5 Ada Byron worked with Charles Babbage.
- 6 Alexander Graham Bell travelled to the USA.

Lesson 10

74



Children create a timeline with inventors of their choice.



Children show their mastery of the grammar learned in this lesson.

Activity Book

Page 74, Activity 18

Say: *Open your Activity Books at page 74. Look at Activity 18.*

Tell the children to choose inventions from the unit and complete the timeline with the dates of the inventions and the names of the inventors.

Tell the children to compare their timelines with a partner.

Page 74, Activity 19

Say: *Now look at Activity 19.*

Ask volunteers to read the sentences out loud and complete them orally using the verbs.

Tell the children to complete the sentences in their Activity Books.

Let's play!

Scattergories

Write the following categories on the board: *inventions, family, recycling, food and animals*. Put the children into teams. Tell them that they have three minutes to think of the longest possible word they can for each category. Say: *Ready, steady, go!* When the time is up, ask each team to tell you their word for the first category and ask a volunteer from each team to come and write the word on the board. Give the team with the longest word three points, the second longest two points, and so on, making a note of the scores. Repeat the procedure with the other categories. The team with the most points at the end of the game is the winner.

Assessment criteria

CLIL Objectives

Children can describe the differences between original inventions and their modern versions.

Children can connect different inventions to ICT.

Children can draw up timelines of inventions.

Children can identify significant inventions in ICT.

Children can relate the use of common inventions to their daily lives.

Language Objectives

Children can name the most important inventions in ICT. Children can describe the physical appearance of these inventions.

Children can describe the most common use for these inventions.

Children can say the dates of the inventions and give simple biographical information about the inventors.

Transcript



Track 2.21 Unit 7 Test

(scared voice) *Ahh! It's a ghost!*

(happy voice) *Oh, it's such a lovely sunny day!*

(crying voice) *I want to go home to my mum!*

(bored voice) *I don't know what to do.*

(tired voice) *I'm going to bed. Goodnight.*

(angry voice) *Stop doing that! You naughty girl!*

Resources

Teacher's Resource Book

Unit 7 Test, pages 107-108



See Transcript **Track 2.21**