

CLIL Objective

Describing and locating geographical features.

Curricular link: Geography; History

Language Objectives

Vocabulary: river, Egypt, Red Sea, deltas, south, east, west, desert, capital, Cairo, Libya, Israel, North Africa, fertile, Nile, rains, flows, Re, Bastet, Heket, Selket, Khephera, Sobek, woman, man, body, head, cat, frog, scorpion, bird, beetle, crocodile

Structures: *The River Nile flows through Egypt. The Nile flows south. Most of the country is desert. (Re) had a (bird's head).*

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

A LONG TIME AGO IN EGYPT**Presentation**

Present the context. Say: *Today we are going to learn about Egypt.* Show the children a world map. Ask the children if they can find Egypt on the map.

Ask: *Which continent is Egypt in? What language do they speak in Egypt today?* Then show the poster (side A) with the map of Egypt. Ask: *What's this? What's the name of the river? What else can you see? Can you see a desert? Is it all desert? Where is the green land? Is it by the river? Can you grow plants here? What about in the desert?*

Present the word *fertile*. Remind the children of *North, South, East and West* and ask: *Which country is to the (west) of Egypt?*

Work with the book**Student's Book, page 75, Activity 1**

Say: *Open your books at page 75. Look at Activity 1. Look at the map of Egypt. What can you see on the map? What cities can you see? What countries can you see? Can you see any water? What water features are there?*

Play **Track 2.22**. Tell the children to listen and point to the elements on the map as they hear them mentioned.

Play **Track 2.22** again. Stop after each sentence and ask: *Is that true or false?* Play **Track 2.22** again. This time stop and ask if the sentence is *true* or *false* and ask the children to correct the false sentences.

Divide the class into groups of four or five and tell them to make statements about Egypt using the information from the map and the poster.

Ask a spokesperson from each group to read their sentences out loud.

Student's Book, page 75, Activity 2

Say: *Open your books at page 75. Look at Activity 2.*

Read the email out loud.

Ask volunteers to read the descriptions out loud. Stop after each one and ask: *Which picture is that?*

Transcript

Track 2.22 Activity 1

See page 315.

Optional Activity Book exercises

See page 315.

Practice**Continuous assessment**

Children can describe the main feature of a country.

Say: *Lots of people go on holiday to Egypt. Has anybody here been there? Can you tell us about it? Did you see a pyramid? Did you travel on the Nile? Did you see any temples?*

If nobody in the class has been to Egypt ask: *Do you know another country? Can you tell us about it?* Ask the children questions to help them describe places they have visited.

Focus on: Location: *Where is it? What are the countries around it?* Features: *Is there a river? Are there any mountains? Is there a desert? Is it hot? What's the capital?*

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

1 true; 2 true; 3 false – The Nile flows north; 4 true; 5 false – It doesn't rain a lot; 6 true; 7 true; 8 false; Alexandria is in the north; 9 true; 10 false – Libya is to the west; 11 false – Israel is to the east; 12 true

Student's Book, Activity 2

1 D (Re); 2 A (Bastet); 3 B (Heket); 4 C (Selket); 5 F (Sobek); 6 E (Khephera)

A long time ago in Egypt

8

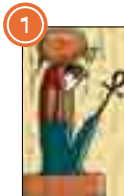
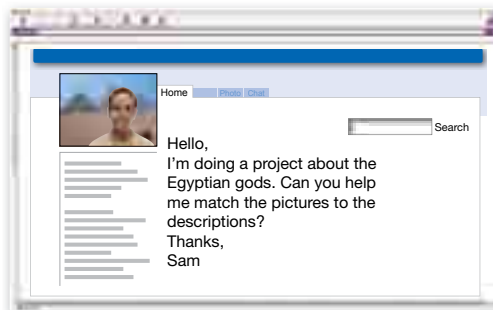
Culture and Civilization

1 Listen and say true or false.



- Listen again and correct the false statements.
- Work in groups. Write true statements about Egypt. Compare with your classmates.

2 Read the email and find the names of the gods.



A Bastet had a woman's body and a cat's head.

B Heket had a woman's body and a frog's head.

C Selket had a woman's body and a scorpion on her head.

D Re had a bird's head.

E Khephera had a man's body with a beetle's head.

F Sobek had a man's body and a crocodile's head.

Lesson 1

CLIL Objective: Describing and locating geographical features.

75



Build a background by reviewing how much the children know about Egypt.



Children identify the hieroglyphics from the information provided.

A long time ago in Egypt

8

1 Choose the correct answers.

- 1 Egypt is in... a) North-East Africa. b) North-West Africa.
- 2 The official language is... a) Italian. b) Arabic.
- 3 The capital is... a) Cairo. b) Alexandria.
- 4 The area of the country covered by desert is more than... a) 60%. b) 90%.
- 5 The weather in Egypt is... a) hot and dry. b) cold and wet.
- 6 The main river in Egypt is called the... a) Nile. b) Amazon.
- 7 The river flows from... a) North to South. b) South to North.
- 8 The sea to the North of Egypt is the... a) Mediterranean. b) Red Sea.

2 Use the clues and the words to complete the sentences about gods and goddesses.

frog crocodile beetle cat bird scorpion

Bastet had a woman's body and a cat's head. Clue: a mammal.

Heket had a woman's body and a frog's head. Clue: an amphibian.

Selket had a woman's body and a scorpion on her head. Clue: dangerous insect.

Re had a man's body and a bird's head. Clue: this animal can fly.

Khepera had a man's body with a beetle's head. Clue: an insect.

Sobek had a man's body and a crocodile's head. Clue: a reptile.

Lesson 1

75



Children review geographical facts about Egypt by doing a quiz.



Children complete information about Egyptian gods and goddesses by reviewing vocabulary related to animals.

Activity Book

Page 75, Activity 1

Say: *Open your Activity Books at page 75. Look at Activity 1. Read the first sentence out loud with the two options and ask: Does anybody know the correct answer? Repeat the procedure for the other sentences. Tell the children to choose and circle the correct answers in their Activity Books.*

Page 75, Activity 2

Say: *Now look at Activity 2. Read the first description out loud and ask: What animal word do we need here? Repeat the procedure for the other descriptions. The children can look at the pictures in their Student's Books if necessary. Tell the children to complete the descriptions in their Activity Books. Ask volunteers to read their descriptions out loud and correct the activity.*

Let's play!

Repeat the truth



Invent sentences relating to the poster and the picture on page 75 of the Student's Book: *The capital of Egypt is Cairo. The Mediterranean Sea is to the south of Egypt. The main river is called the Nile...* If the sentence is true, the children repeat it. If it is false, they stay silent. Tell the children to get into groups of four or five. The children take turns to make sentences about the poster. Their classmates repeat the true sentences and stay silent after the false ones.

Transcript



Track 2.22 Activity 1

Teacher: *OK, everybody. What do you know about Egypt? Can you make some sentences?*

- 1 *Egypt is in North Africa.*
- 2 *The River Nile flows through Egypt.*
- 3 *The Nile flows west.*
- 4 *The Mediterranean Sea is to the north of the country.*
- 5 *I think it rains a lot in Egypt.*
- 6 *I think most of the country is desert.*
- 7 *The capital is Cairo.*
- 8 *Alexandria is in the south.*
- 9 *The Red Sea is to the east.*
- 10 *Libya is to the east.*
- 11 *Israel is to the west.*
- 12 *Sudan is to the south.*

Anticipating difficulties

In this unit, the children will be working with both regular and irregular past tenses of verbs. It is important that they understand that *irregular* verbs are all those verbs that do not form the past tense using the infinitive + *ed*. They should understand that past tense verbs in English are not conjugated.

Resources

Teacher's Resource Book

Extension worksheet 1, page 53

CLIL Objective

Understanding the organisation of a society.

Curricular link: History

Language Objectives

Vocabulary: gods, goddesses, noblemen, scribe, pharaoh, artisan, farmer, pyramid, society, top, wives, children, workers, lived, worked

Structures: *Who was in the first layer of the pyramid? Where did the pharaohs live? They lived in palaces. Where did the scribes work? They worked in the temples.*

Resources: poster (side B); poster pop-outs; Unit 8 cut-outs (or Teacher's Resource Book, page 16, one copy per child)

THE ORGANISATION OF A SOCIETY**Presentation**

Say: *Today we are going to learn about society in ancient Egypt.*

Ask: *What do you think? Were there any teachers in ancient Egypt? Were there any astronauts?* Continue asking questions using professions that existed and some which clearly did not.

Show the children the poster (side B). Hold up the pop-outs and name the different people. As you name them, place them on the pyramid in the correct layer.

Say: *Egyptian society formed a pyramid, like this.*

Describe the jobs and life for the people in the different layers: *The pharaohs were very rich. They lived in palaces. The farmers were very poor. They lived in huts.*

Ask the children questions about their families: *Where did your (grandfather) work?* S1: *He worked in (a factory).* T: *Where did your (grandmother) live?* S2: *She lived in (a village).*

Work with the book**Student's Book, page 76, Activity 3**

Say: *Open your books at page 76. Look at Activity 3. Look at the pyramid.*

Ask volunteers to each read a sentence in the pyramid out loud.

Draw a pyramid on the board, divided into six layers like the poster.

Say: *This represents the layers of Egyptian society.*

Ask the children to copy the pyramid into their notebooks and complete it using words from the text.

Tell the children to check their pyramids with a partner, using the model on page 76.

Ask volunteers questions to complete the layers of the pyramid on the board, so the children class can check their pyramids.

Student's Book, page 76, Activity 4

Say: *Now look at Activity 4.*

Ask: *Where did the (pharaohs) live? Where did the (farmers) work?*

Tell the children to find their cut-outs for Unit 8 (or hand out copies of the Teacher's Resource Book, page 16).

Tell the children to work in pairs (student A and student B) and take turns asking answering questions to complete the information on their cut-outs.

Ask volunteers to read the completed texts out loud.

Optional Activity Book exercises

See page 319.

Practice

Write the Egyptian professions on the board and then write a list of modern professions that didn't exist in Egyptian times: *electrician, astronaut, pilot, train driver...*

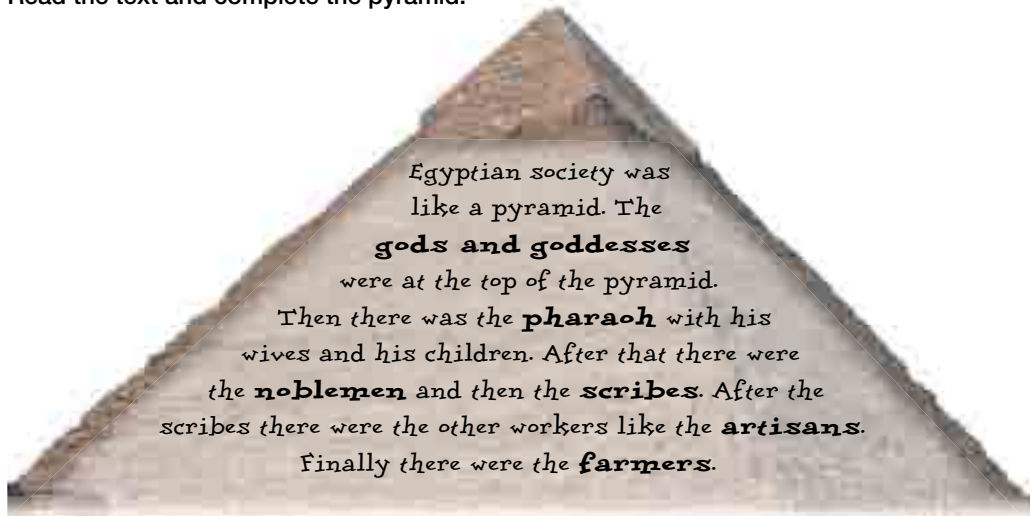
Ask volunteers to come and circle the professions that existed in the past but not today. Then ask other volunteers to circle the professions that exist today but didn't exist in the past.

The remaining professions are from both the past and present.

Project Quest: *In ancient Egypt, who was the sun god?*

Write the question on the board. Ask the children to find the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

3 Read the text and complete the pyramid.



- Check your pyramid with a classmate.

Who was in the first layer of the pyramid?

The gods.

4 Ask and answer questions about the Egyptians.



Lesson 2

CLIL Objective: Understanding the organisation of a society.

76



Children use the information from the text to complete a cut-out so they learn about the organisation of the Egyptian society.



Children review the key structures to make questions about the Egyptians using the information in the text.

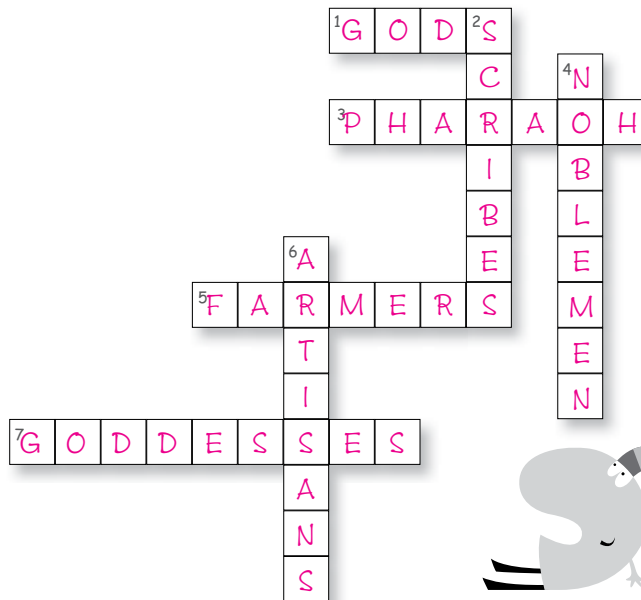
3 Find 7 words for people in Ancient Egyptian society.

Across

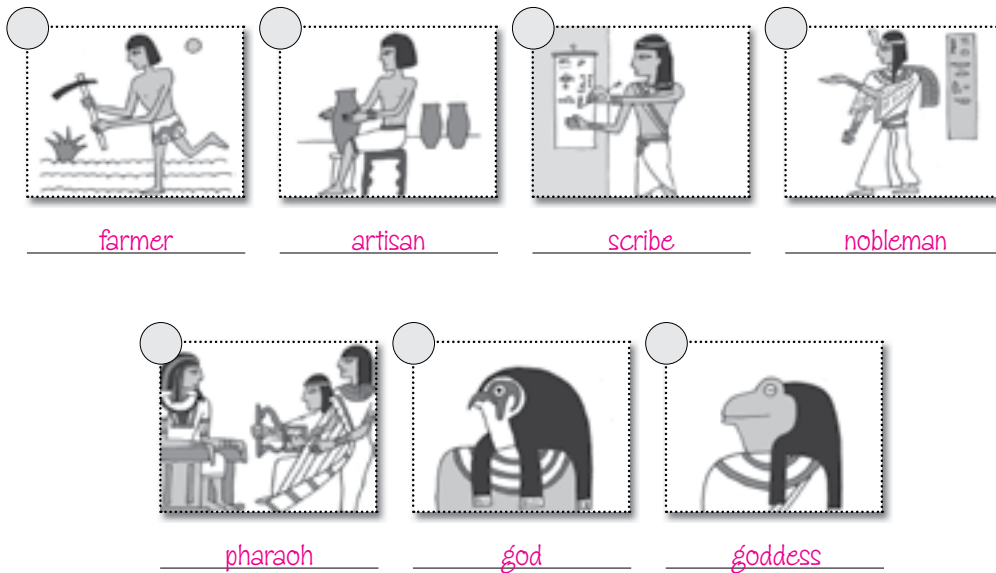
- 1 These men were at the top of the social pyramid.
- 3 This man was the king.
- 5 These people worked on the land.
- 7 These women were at the top of the social pyramid.

Down

- 2 These people worked in the temples.
- 4 These people were very rich and lived in palaces.
- 6 These people lived in the cities.



4 Use the words from the crossword puzzle to label the pictures.



Lesson 2

76



Children identify the vocabulary to refer to the social groups in ancient Egypt.



Children label the pictures according to the information they looked at in the lesson.

Activity Book

Page 76, Activity 3

Say: *Open your Activity Books at page 76. Look at Activity 3. Read the clues out loud and ask the children to answer orally.*

Tell the children to complete the crossword puzzle in their Activity Books.

Page 76, Activity 4

Say: *Now look at Activity 4.*

Say: *Look at picture number 1. Can you find a word from the crossword puzzle to label the picture?*

Repeat the procedure for the other pictures.

Tell the children to label the pictures in their Activity Books.

Grammar and Writing Booklet

Page 33, Activity 1

Say: *In this lesson we are going to learn how to write a newspaper article. Can you tell me the names of some newspapers? Do you read the newspaper? Do you read a special section? Which section do you read?*

Then say: *We are going to read an article about an archaeological discovery. 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 who made the discovery?* Say: *Open your Grammar and Writing Booklets at page 33. Look at Activity 1. Read 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: *Who discovered the tomb? Where did she discover it? Why did she go to the island of Philae?*

Then say: *Now underline all the verbs in the text.*

Ask the children to come to the board and write the verbs they have underlined.

Circle the ones that end in *-ed* and say: *These are all regular verbs. They end in the letters -ed.*

Rub out the regular verbs and say: *These are all irregular verbs. They have different endings.*

Page 33, Activity 2

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

Tell the children to make a list of all the irregular verbs they found in the text.

Say that in the next lesson they are going to start making a rough plan for their own newspaper article.

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!

What's different?

Place the poster pop-outs for the unit in a row on the board and ask the children to say the words out loud. Then tell them to close their eyes. Change two pop-outs to a different place. Tell the children to open their eyes and ask: *What's different?* The children then say which pop-outs have been changed round. Repeat the procedure, changing different pop-outs, or taking them away.

Resources

Multi-ROM

Unit 8, Vocabulary 1

CLIL Objective

Learning about the lifestyle of the ancient Egyptians.

Curricular link: History; Music

Language Objectives

Vocabulary: ate, drank, made, went, had, wore, sat, danced, Egypt, luxury, bread, fruit, fish, meat, leather, sandals, temple, pyramid, dates, cakes, pears, figs, jewels, silver, golden, crowns, wine, beer, Nile, servants, slaves

Structures: They ate bread. They wore trainers.

Resources: CD; flashcards

Materials: slips of paper (one per child): write verbs in the infinitive on half the slips of paper and their past forms on the other half.

ANCIENT EGYPTIAN LIFESTYLE

Presentation

Say: *Today we are going to learn about the lifestyle of the ancient Egyptians.*

Explain that you are going to say some of the things the Egyptians did and the children have to call out whether they think your statement is *true* or *false*. Use actions if you need to explain the words.

Play *Correct the teacher*. Use the flashcards for some of the objects and place them on the board as you make sentences. For the false sentences use vocabulary the children know well. T: *The ancient Egyptians ate hamburgers.* SS: *False.* T: *They ate bread.* SS: *True.* T: *They drank cola.* SS: *False.* T: *They drank water.* SS: *True.* Continue with more pairs of true or false statements: *They wore trainers.* *They wore sandals.* *They worked in offices.* *They worked on the pyramids.* *They had cars.* *They had camels...*

Ask volunteers to tell you something the Egyptians did (or didn't do). The other children shout *True* if they agree with the statement and *False* if they don't.

Work with the book



Student's Book, page 77, Activity 5

Say: *Open your books at page 77. Look at Activity 5.*

Tell the children they are going to listen to a song about the ancient Egyptians and the things they did.

Play **Track 2.23**. The children follow the words to the song in their books.

Tell the children to look at the list of verbs in the past tense.

Say: *These are the missing words from the song.*

Play **Track 2.23** again and ask the children point to the words.

Play **Track 2.23** again. The children join in with the song.

Student's Book, page 77, Activity 6

Say: *Now look at Activity 6. Let's play True or False. Look at the pictures. What can you see?*

Ask the children to identify the nine items in the pictures.

The children work in pairs and take turns to make

sentences using the verbs and the objects.

Ask the children to think of more objects for wearing, eating or drinking.

Write the objects on the board and play the game again with the whole class.



Transcript



Track 2.23

Song: *The pharaohs of old Egypt*

See page 323.

Optional Activity Book exercises

See page 323.

Practice

Play *Find your partner*.

Hand out the slips of paper with the infinitive forms of the verbs to half the class and the slips of paper with the past forms of the verbs to the other half.

The children walk around the classroom looking for their partners. When they have found their partners they sit down.

Ask the children to try to make sentences about the Egyptians using just the past tense verbs.

Project Quest: *What are hieroglyphics? What were they used for?*

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

ANSWER KEY

Student's Book, Activity 5

See Transcript, page 323.

5 Sing the song and find the missing words.



Oh, the pharaohs of old Egypt ? a life of luxury!
They ? bread and fruit and fish and meat.
They ? leather sandals on their feet.
And danced like Egyptians!



Oh, the pharaohs of old Egypt ? a life of luxury!
They ? temples and great pyramids.
They ? dates and cakes and pears and figs.
And danced like Egyptians!



Oh, the pharaohs of old Egypt ? a life of luxury!
They ? jewels and silver and golden crowns.
They ? wine and beer and sat around.
And danced like Egyptians!



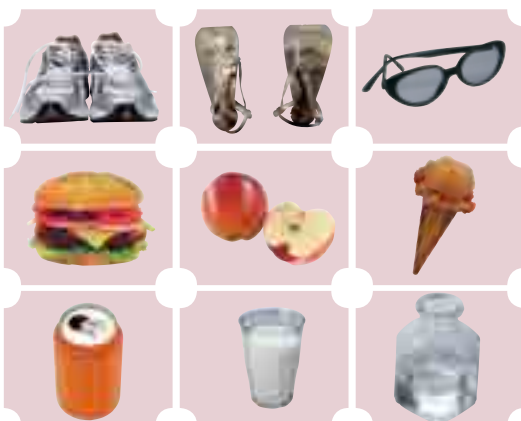
Oh, the pharaohs of old Egypt ? a life of luxury!
They ? down the Nile on the long hot days.
They ? lots of servants and lots of slaves.
And danced like Egyptians!



ate (x 2) wore (x 2) had (x 5) drank made went

6 Play true or false.

ate wore drank



Lesson 3

CLIL Objective: Learning about the lifestyle of the ancient Egyptians.

77

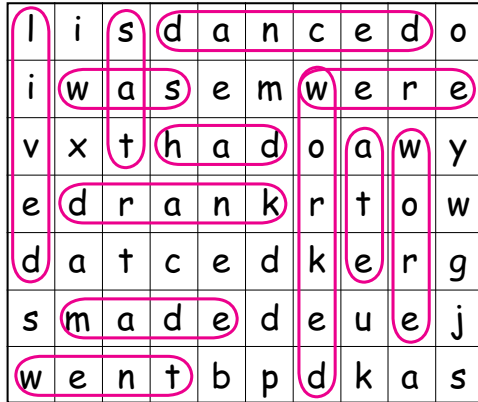


Children learn irregular forms of the past tense and practise them, identifying them in a song and using them in sentences.



Children sing the song and participate in games in which they have to use their grammar and vocabulary skills as well as their ability to communicate in English.

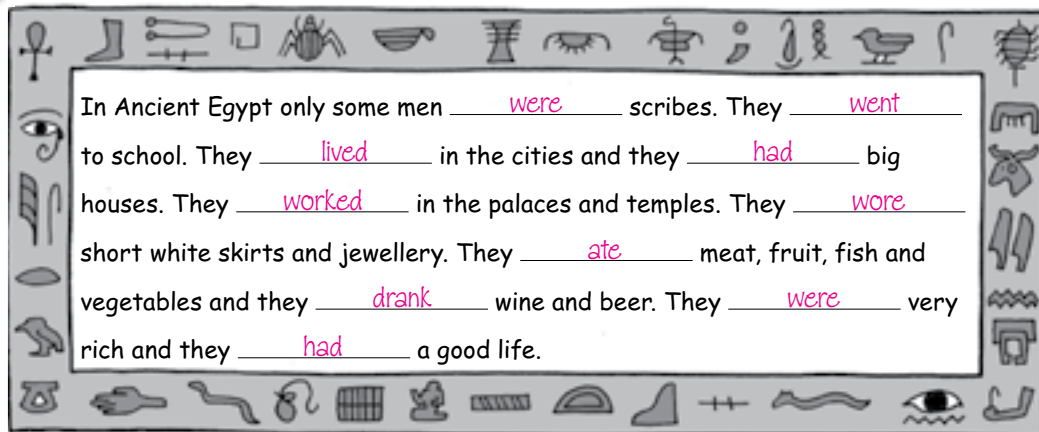
5 Find 12 verbs in the past tense.



- Write the past tenses next to the correct present tenses.

wear	_____ wore _____	sit	_____ sat _____
live	_____ lived _____	make	_____ made _____
have	_____ had _____	go	_____ went _____
work	_____ worked _____	eat	_____ ate _____
drink	_____ drank _____	dance	_____ danced _____
am/is/are	_____ was _____ and _____ were _____		

6 Use some of the verbs to complete the text.



Lesson 3

77



Children identify the past forms of different verbs.



Children review the past forms of other verbs and use them to complete sentences.

Activity Book

Page 77, Activity 5

Say: *Open your Activity Books at page 77. Look at Activity 5.*
Tell the children to look at the lists of verbs under the word search and say: *Now find the past tenses of these verbs in the word search.*

Tell the children to write the verbs in the past tense next to their infinitive forms.

Ask volunteers to read the pairs of verbs out loud and correct the activity.

Page 77, Activity 6

Say: *Now look at Activity 6.*

Start reading the text out loud and stop at the gaps, asking the children to supply the missing verbs in the past form.

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

Grammar and Writing Booklet

Page 34, Activity 3

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

SS: *A newspaper article.*

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

Say: *Open your Grammar and Writing Booklets at page 34. Look at Activity 3.*

Explain that the first thing we have to do when we are preparing a piece of writing is decide what we are going to include.

First, ask the children to choose a headline for their article from the list on page 34. Explain that this is what their article will be about. Then write on the board the following categories: *where, when, who, what.*

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

Once all their ideas are on the board, the children make notes for the categories in their notebooks. Ask them to make a note of any other details that they might want to include in their second paragraph.

Page 34, Activity 4

Say: *Now look Activity 4.*

Ask volunteers to read the questions out loud.

Tell the children to use the key to underline the parts of the verb in the questions.

Page 34, Activity 5

Say: *Now look Activity 5.*

Explain that we use different types of question words depending on the information we want.

Ask: *What do we use the word what for?* SS: *Questions about objects or actions.*

Tell the children to match the question words to the definitions.

Page 34, Activity 6

Say: *Now look Activity 6.*

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

Ask volunteers to summarise their rough draft: *My headline is... The discovery was in... The archaeologist is called...*

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

***Note:** Check the rough drafts but do not correct their work. Just underline the mistakes.

Resources

Multi-ROM

Unit 8, Grammar 1

Teacher's Resource Book

Ready to speak, page 90

Transcript



Track 2.23 Song: The pharaohs of old Egypt

*Oh, the pharaohs of old Egypt had a life of luxury!
They ate bread and fruit and fish and meat.
They wore leather sandals on their feet.
And danced like Egyptians!
Oh, the pharaohs of old Egypt had a life of luxury!
They made temples and great pyramids.
They ate dates and cakes and pears and figs.
And danced like Egyptians!
Oh, the pharaohs of old Egypt had a life of luxury!
They wore jewels and silver and golden crowns.
They drank wine and beer and sat around.
And danced like Egyptians!
Oh, the pharaohs of old Egypt had a life of luxury!
They went down the Nile on the long hot days.
They had lots of servants and lots of slaves.
And danced like Egyptians!*

7 Listen to the story. Who was Osiris?

The story of Osiris



Geb died, and Osiris and Isis became king and queen. Osiris was a very popular king. He was good, fair and just.

Seth was a bad, dangerous man. He was very jealous of his brother. He wanted to be king. He made a very beautiful chest out of wood. The chest was exactly the same size as Osiris. Then he had a party.



When Osiris was inside the chest, some soldiers ran into the room and closed the chest. They took the chest to the river Nile and put it in the water. The chest went down the river and into the Mediterranean sea.

Isis was gentle and wise. She was very sad without Osiris. She wanted to find his body. After a long search she found it in the city of Byblos. Isis went back to Egypt with Osiris's body. She hid it from Seth.

Lesson 4

CLIL Objective: Literacy: understanding characters and characteristics.

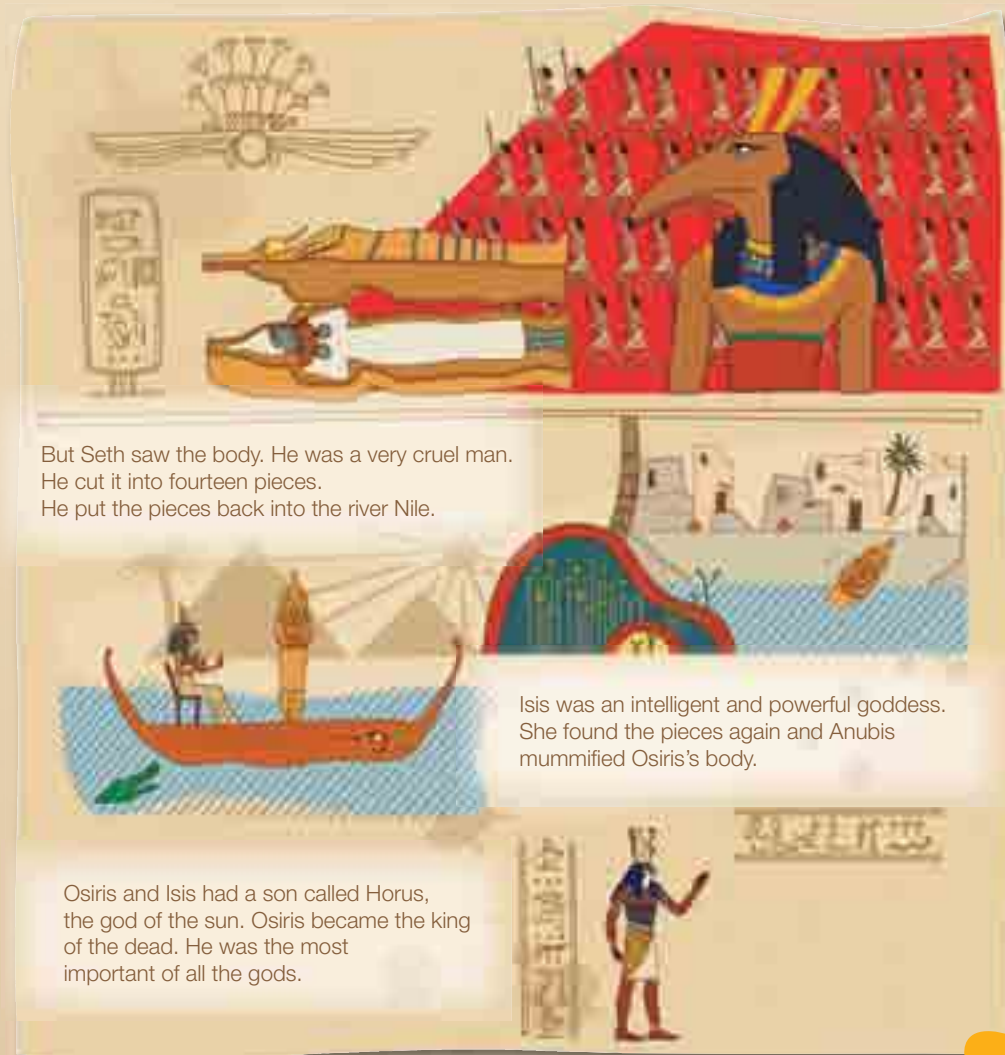
78



Children read a new literary genre: myth, by reading and listening to the story of Osiris.



Children learn about Egyptian gods and beliefs.



8

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



just	cut
good	son
wooden	look

- Add more words to the lists.

Phonics

Lesson 5

CLIL Objective: Literacy: phonics.

79



Children analyse the story focussing on characters and how they are described.



Encourage children to identify, repeat and use the key sounds of this unit.

CLIL Objective

Literacy: understanding characters and characteristics.

Curricular link: History; Literacy

Story language: God, Earth, goddess, sky, children, sons, daughters, died, king, queen, became, bad, dangerous, jealous, good, fair, just, popular, gentle, wise, sad, cruel, intelligent, powerful, chest, wood, size, party, soldiers, river Nile, took, put, ran, went, wanted, hid, cut, mummified, body, city, Mediterranean sea, most important

Resources: CD

Transcript



Track 2.24 Story: The story of Osiris

See page 329.

Optional Activity Book exercises

See page 329.

STORY: THE STORY OF OSIRIS

Present the story

Say: *It's story time! Open your books at pages 78 and 79. Read the title out loud. Ask the children to look at the pictures while you ask questions:*
 (Picture 1) *Look at the two Egyptians. Do you think they are men or women?* (Picture 2) *These are their four children. The sons are on the left hand side and the daughters on the right hand side. What is strange about the second son? Can you see the Egyptian writing? What is this kind of writing called?* (Picture 3) *This picture shows the brothers Seth and Osiris. What is Seth showing his brother?* (Picture 4) *Who is lying in the chest?* (Picture 5) *What can you see in these pictures? Where is the chest now?*

Work with the book

Student's Book, page 78, Activity 7

Play **Track 2.24**. Tell the children to listen to the story and follow it in their books. Ask comprehension questions.
 T: *Who was Geb? Who was Nut? How many children did they have? How many sons did they have? How many daughters did they have? What were their names? What happened when Geb died? Was Osiris a popular king? Why was he popular? Was Seth a good man? Why was he jealous of his brother? What was the chest made of? Who did the chest look like? What happened when Osiris was inside the chest? Where did the soldiers take the chest to? Was Isis sad without Osiris? Where did she find his body? Where did she take the body? Did she show the body to Seth? Did Seth find the body? How many pieces did he cut the body into? Where did he put the pieces? Did Isis find the pieces of the body? What was Isis and Osiris's son called? Who was the god of the sun? Who was the god of the dead? Who was the most important god?*

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 *uh* (son, cut) and *u* (put, look)

Curricular link: History; 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 78 and 79, Reading Activity

Tell the children to read the story out loud. Ask different children to read the story.

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 79, Activity 8

Clap your hands to ensure that children are watching you.

Play **Track 2.25** to identify the sounds *uh* in *sun* and *u* in *put*. The children repeat the words. Explain that these sounds can be made by words that have very different spellings.

Draw two columns on the board and write the words: *sun* and *put* at the top of the columns. Tell the children to copy the columns in their notebooks, classify the words in the story that have the same sounds and add more words from the story to their lists.

Sun (*uh*): some, cut, son, just, mummified

Put (*u*): good, wooden, look, took, wood

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 these two sounds.

Sun (*uh*): run, fun, done, love, come, shut

Put (*u*): book, foot, full, woman

Transcript



Track 2.25 Phonics

See page 331.

Optional Activity Book exercises

See page 331.

Develop the story

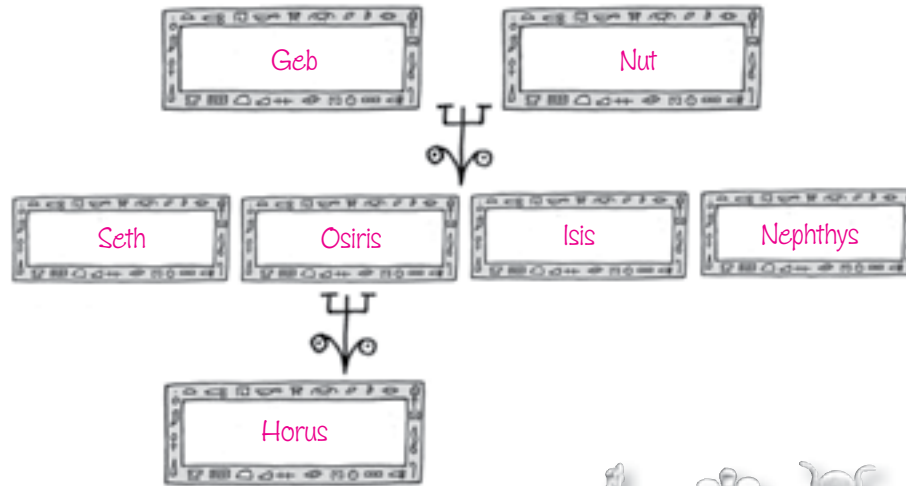
Divide the class into groups. Assign a section of the story to each child.

Tell the children to read their story out loud in their groups.

Story summary

7 Complete the family tree.

Nut Horus Osiris Isis Geb Seth Nephthys



• Now complete the sentences.

- 1 Nut was Seth's mother.
- 2 Geb was Osiris' father.
- 3 Nephthys was Isis's sister.
- 4 Seth was Osiris's brother.
- 5 Horus was Osiris's son.
- 6 Isis was Geb's daughter.



8 Use the words to complete the descriptions of the characters.

popular powerful bad fair gentle intelligent good
jealous dangerous just cruel wise

Osiris was popular, good, fair and just.
Seth was bad, dangerous, jealous and cruel.
Isis was gentle, wise, intelligent and powerful.

Lesson 4

78



Children review a new way of displaying information: a family tree.



Children review the vocabulary to refer to family members.

Activity Book

Page 78, Activity 7

Say: *Open your Activity Books at page 78. Look at Activity 7. Look at the family tree. Who do we put at the top of the tree, the parents or the children?*

Draw the tree on the board, point to the two spaces at the top and say: *This is where we write the names of the parents. What are their names?*

Repeat the procedure for the other names.

Clean the board and tell the children to complete the family tree in their Activity Books. They can refer back to the story if they wish.

Read the first sentence out loud, stopping at the gap and asking the children to supply the missing word.

Ask volunteers to read and complete the sentences orally. Tell the children to complete the sentences in their Activity Books.

Page 78, Activity 8

Say: *Now look at Activity 8.*

Tell the children to look at the first sentence. Read the first part of the example sentence out loud and ask volunteers to complete the last two gaps orally.

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

Resources

Multi-ROM

Unit 8, Story

Transcript



Track 2.24 Story: The story of Osiris

Narrator: Geb, the Earth god, and Nut, the goddess of the sky, had four children. They had two sons called Osiris and Seth, and two daughters called Isis and Nephthys.

Geb died, and Osiris and Isis became king and queen. Osiris was a very popular king. He was good, fair and just.

Seth was a bad, dangerous man. He was very jealous of his brother. He wanted to be king. He made a very beautiful chest out of wood. The chest was exactly the same size as Osiris. Then he had a party.

Seth: Look! You can have this beautiful chest. Lie down in it!

Narrator: When Osiris was inside the chest, some soldiers ran into the room and closed the chest. They took the chest to the river Nile and put it in the water. The chest went down the river and into the Mediterranean sea.

Isis was gentle and wise. She was very sad without Osiris. She wanted to find his body. After a long search she found it in the city of Byblos. Isis went back to Egypt with Osiris's body. She hid it from Seth.

But Seth saw the body. He was a very cruel man. He cut it into fourteen pieces. He put the pieces back into the river Nile.

Isis was an intelligent and powerful goddess. She found the pieces again and Anubis mummified Osiris's body.

Osiris and Isis had a son called Horus, the god of the sun. Osiris became the king of the dead. He was the most important of all the gods.

9 Circle words with different sounds.

- | | | | | |
|---|------|---------|-------|------|
| 1 | son | good | woman | full |
| 2 | some | put | lunch | bus |
| 3 | sun | son | does | full |
| 4 | wood | look | young | put |
| 5 | book | come | full | good |
| 6 | just | brother | look | run |

10 Classify the words in Activity 9.

Sounds like...

some

put

Spelling

o	son	brother
u	just	run
	lunch	bus
	sun	
ou	young	
oe	does	
o_e	come	

oo	good	book
	look	wood
o	woman	
u	full	

Lesson 5

79



Children practise the identification of key sounds.



Children complete a chart to display words that contain the same sounds.

Activity Book

Page 79, Activity 9

Say: *Open your Activity Books at page 79. Look at Activity 9. Ask volunteers to read the rows of words out loud and then ask: Which word sounds different.*

The difference between these sounds is very subtle so you may need to read the words to them again, emphasising the difference.

Tell the children to read the words again (out loud to themselves) and circle the words with the different sounds.

Page 79, Activity 10

Say: *Now look at Activity 10. Look at the different ways we spell these words.*

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

Resources

Multi-ROM

Unit 8, *Phonics*

Transcript



Track 2.25 *Phonics*

uh sun

u put

just

good

wooden

cut

son

look

Let's play!

Sound posters

Tell the children to get into groups of five. Each group makes a poster to illustrate the sounds *uh (sun)* and *u (put)*. They should write the words and highlight the appropriate letters to illustrate the pronunciation, and either draw pictures or print off pictures from the internet. Display the posters in the classroom.

CLIL Objective

Describing an archaeological discovery.

Curricular link: History

Language Objectives

Vocabulary: stairs, door, wall, statue, chest, jewels, games, feathers, gold, beds, chairs, sarcophagus, animals, men, stones, jar, baskets of food, golden death mask, Tutenkhamun's mummy, dog

Structures: *What did he find in the corridor? He found stone jars and chests.*

Resources: CD; poster (side A)

AN ARCHAEOLOGICAL DISCOVERY**Presentation**

Show the children the poster (side A). Point to the pyramids at Giza. Ask: *What are these?* SS: *They're pyramids.* Explain that the pyramids were burial places for the pharaohs.

Tell the children that a place where people are buried is called a *tomb*. Then point to the Valley of the Kings. Say: *A very famous tomb was discovered here. It was the tomb of a pharaoh. Do you know his name?* The children may know. If they don't know, tell them: *Tutenkhamun*. Ask if they know who discovered the tomb and when he discovered it. Explain that Howard Carter discovered Tutenkhamun's tomb in 1922.

Explain that this was a very important discovery because it was one of the only Egyptian tombs discovered that had not been plundered by thieves.

Work with the book**Student's Book, page 80, Activity 9**

Say: *Open your books at page 80. Look at Activity 9. Look at the plan of Tutenkhamun's tomb. There were five different rooms or chambers. Can you see the corridor?* Name all the chambers in the plan and ask the children to find them and point to them on their plans.

Play **Track 2.26**. The children listen and follow Howard Carter's route.

Play **Track 2.26** again. This time, stop after the questions and ask: *What did he find?* SS: *He found some steps in the sand.*

Play **Track 2.26** again. This time stop after the questions and ask: *What did he find in the (corridor)?* Ask the children to name the artefacts Carter found in each part of the tomb.

Student's Book, page 80, Activity 10

Say: *Now look at Activity 10.*

Tell the children to look at the words in the boxes and ask if there is anything they do not understand.

Ask: *What did he find in the (corridor)?* SS: *He found (stone jars and chests).*

Repeat the procedure a couple of times.

Tell the children to work in pairs and take turns asking and answering questions using the model on page 80.

Read the beginning of the article out loud.

Tell the children to write the rest of the article based on the questions and answers they practised in pairs.

Play **Track 2.26** again if necessary.

Transcript

Track 2.26 Activity 9

See page 335.

Optional Activity Book exercises

See page 335.

Practice**Continuous assessment**

Children can narrate events in the past.

Ask volunteers to read their newspaper articles out loud and compare.

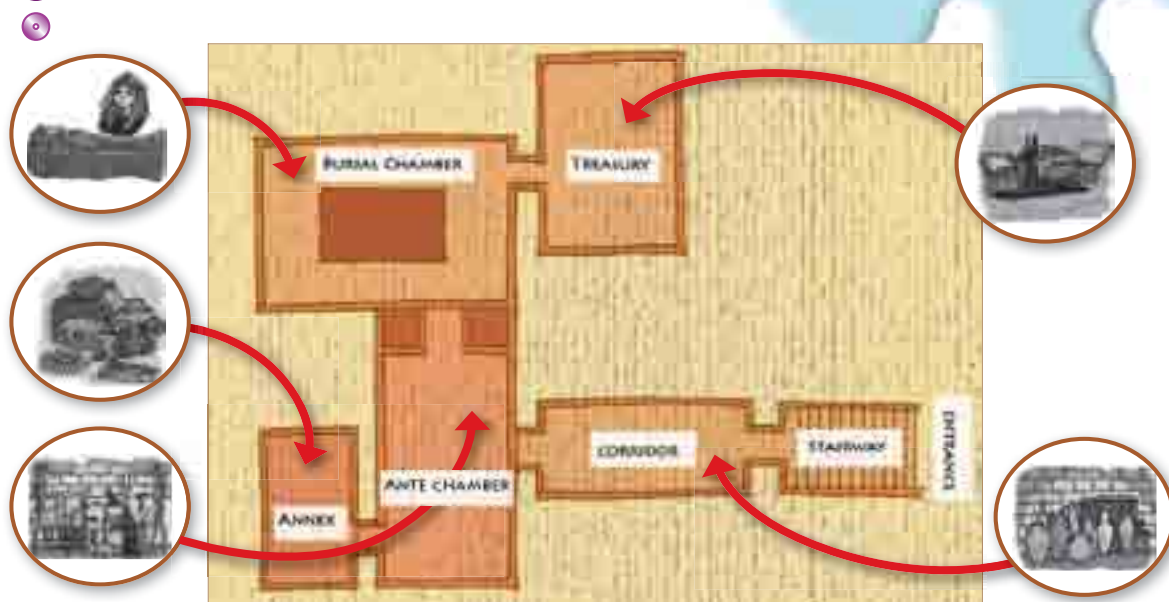
Project Quest: *Horus and Anubis were Egyptian gods. What were they the gods of?*

Write the question on the board. Ask the children to find the answers and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

ANSWER KEY**Student's Book, Activity 9**

See Transcript, page 335.

9 Listen and follow the route.



10 Ask and answer questions with a classmate.

statues of animals
beds
chairs
chests
two statues of men

stones
jars
chests

games
feathers
baskets of food

sarcophagus
golden death mask
Tutenkhamun's mummy

chests of jewels
statue of a black dog

corridor
treasury
annex
burial chamber
ante chamber

What did he find
in the corridor?

He found stone jars
and chests.

- Use the questions and answers to write a newspaper article.



Lesson 6

CLIL Objective: Describing an archaeological discovery.



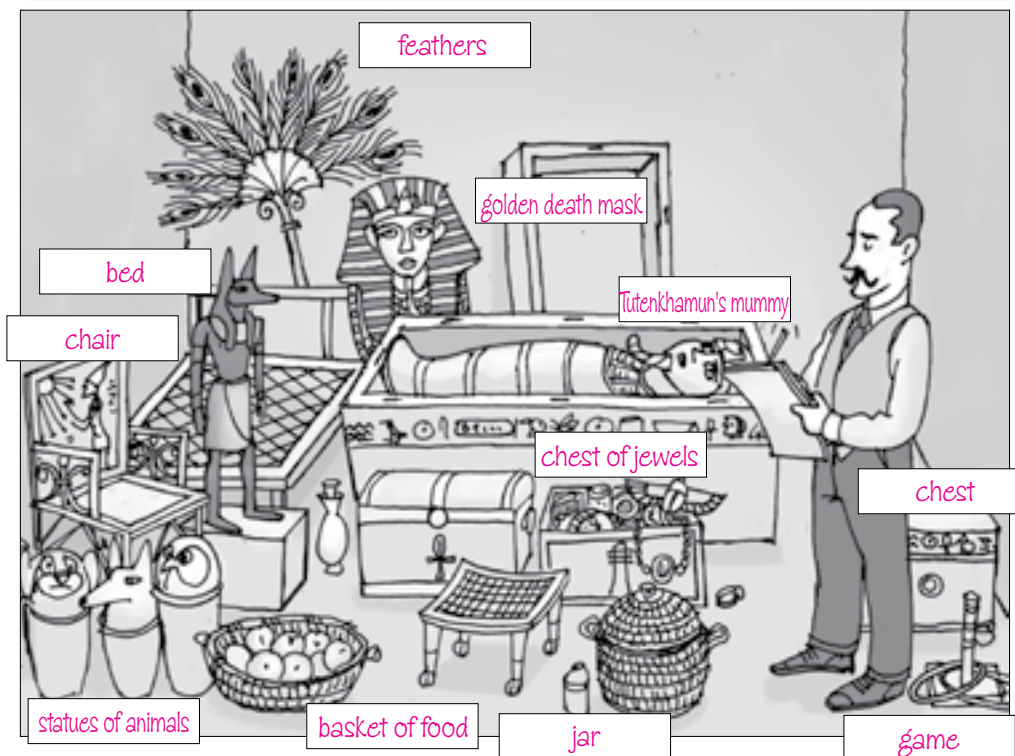
Children learn to interpret the information in a plan by following a route in a pyramid.



Children practise key structures in questions. They demonstrate their vocabulary and writing skills and knowledge of content when writing the article.

11 Use the words to label the objects from Tutenkhamun's tomb.

statues of animals bed chair chest jar game
feathers basket of food sarcophagus golden death mask
Tutenkhamun's mummy chests of jewels



12 Use the words to complete the sentences.

inside behind in between at

He found a door at the end of the steps.

He found the burial chamber behind the door.

He found a basket of food in the chamber.

He found jewels inside the chests.

He found the death mask between the last sarcophagus and the feathers.

Lesson 6

80



Children identify the objects that appear in the picture.



Children review the use of prepositions of place using the information they have acquired about Tutenkhamun's tomb.

Activity Book

Page 80, Activity 11

Say: *Open your Activity Books at page 80. Look at Activity 11. Look at the picture. What can you see?*
Tell the children to label the objects in the picture with the words in the box.

Page 80, Activity 12

Say: *Now look at Activity 12.*
Read the first sentence out loud and ask the children to supply the missing word.
Repeat the procedure for the other sentences.
Tell the children to complete the sentences in their Activity Books.
Ask volunteers to read their sentences out loud and correct the activity.

Grammar and Writing Booklet

Page 35, Activity 7

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 in their drafts and to ask you if there is anything they do not understand.
Write an example of 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.
Make sure 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 35. Look at Activity 7.*
Say: *This is a list of types of mistakes. Look carefully at your rough drafts and tick the mistakes you made.*

Page 35, Activity 8

Say: *Now look at Activity 8. Choose four mistakes and write the correct sentences.*
Ask the children to read out some of their mistakes and corrections.

Page 35, Activity 9

Say: *Now look at Activity 9.*
Explain that we can always make our work better.
Explain that in newspaper articles we often see quotations, which are things that people said. Write a quotation on the board and point out the punctuation that we use.

Tell the children to write two quotations to add to their rough drafts using the model on page 35.
Ask volunteers to read their quotations out loud. Then ask them to write them on the board and correct the punctuation where necessary.

Resources

Multi-ROM

Unit 8, Writing

Teacher's Resource Book

Ready to read, page 76

Transcript



Track 2.26 Activity 9

I = Interviewer HC = Howard Carter

I: Good Morning, Mr Carter. When did you find Tutenkhamun's tomb?

HC: On the 4th of November, in 1922.

I: What did you find first?

HC: I found some steps in the sand. Then I found a door.

I: What did you find behind the door?

HC: I found a long corridor. I found stone jars and chests. Then I found another door.

I: What did you find behind the door?

HC: I found beds, chairs, gold chests and statues of animals. Then I went inside the chamber.

I: What happened next?

HC: I found another door and another chamber.

I: What did you find in the chamber?

HC: I found children's toys, feathers and baskets of food.

I: What happened next?

HC: I went back to the first chamber. I saw two statues of men with vultures' heads. Then I found another door.

I: What did you find behind that door?

HC: I found Tutenkhamun's burial chamber and a huge sarcophagus.

I: Did you open it?

HC: Yes, I did. I found a golden death mask and Tutenkhamun's mummy.

I: What happened next?

HC: I found another door. It was the treasure room. I found chests with jewels and gold, and a beautiful statue of a black dog.

I: Thank you, Mr Carter.

CLIL Objective

Contrasting the lives of different members of Egyptian society.

Curricular link: History

Language Objectives

Vocabulary: *noblemen, artisans, farmers, fruit, bread, meat, fish, wine, beer, cakes, water, skirts, leather, sandals, grass, palaces, huts, workers' villages, ate/didn't eat, drank/didn't drink, wore/didn't wear, lived/didn't live*

Structures: *The artisans wore long skirts. They didn't wear jewellery.*

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

PEOPLE'S LIVES IN ANCIENT EGYPT

Presentation

Show the children the poster (side B).

Hand out the pop-outs and ask the children to come and place them on the pyramid, naming the people as they place them.

Ask: *Who was the richest/poorest?*

Then hand out the flashcards. Ask the children holding the flashcards to come to the board, place the flashcard next to a person and make a sentence: *The pharaohs ate (meat).*

Ask the children to describe what the ancient Egyptians wore: *Scribes wore...*

Ask questions to elicit the negative form: *Did (farmers) wear (jewellery)?* SS: *No, they didn't.* T: *That's right. (Farmers) didn't wear (jewellery).*

Work with the book

Student's Book, page 81, Activity 11

Say: *Open your books at page 81. Look at Activity 11.*

Today we're going to learn about the people from ancient Egypt. Look at the three pictures.

Ask questions about the people using the words in the lists: *Did the (farmers) wear (long skirts)?* SS: *No, they didn't.* T: *Did the (noblemen) eat (meat)?* SS: *Yes, they did.* T: *Did the (artisans) live in (huts)?* SS: *No, they didn't.*

Tell the children to work in pairs and take turns asking and answering questions about the peoples' lives.

Tell the children to choose one of the categories of people and write about their lives.

Optional Activity Book exercises

See page 339.

Practice

Continuous assessment

Children can describe lifestyles in the past.

Ask: *Who wrote about the (artisans)?* The children raise their hands.

Divide the class into the three groups according to the people they chose to write about.

Ask volunteers from each group to read their texts out loud and compare.

Project Quest: *Anquet and Seshat were Egyptian goddesses. What were they the goddesses of?*

Write the question on the board. Ask the children to find the answer and make a note of it in their notebooks ready for the Speaking project in Lessons 8 and 9.

11 Talk about the people from ancient Egypt.



farmers



noblemen



artisans



wore
didn't wear
ate
didn't eat
drank
didn't drink
lived in
didn't live in

short skirts	fish
jewellery	cakes
long skirts	water
leather sandals	beer
grass sandals	wine
bread	palaces
meat	huts
fruit	workers' villages

The artisans wore long skirts and leather sandals.

They didn't wear jewellery.

- Choose a picture and write about people's lives in ancient Egypt.



Lesson 7

CLIL Objective: Contrasting the lives of different members of Egyptian society.

81



Encourage the children to talk about the facts they have learned about ancient Egyptian society using the vocabulary provided.



Children demonstrate their writing skills describing the way of life in ancient Egypt.

13 Look at the pictures and use the words to complete the sentences.



wore / didn't wear lived / didn't live ate / didn't eat drank / didn't drink

Farmers wore grass sandals. They didn't wear long skirts. They didn't eat meat. They drank water. They didn't live in palaces.

Noblemen wore long skirts and jewellery. They didn't live in huts. They ate cakes and fish. They drank wine.

Artisans wore long skirts. They didn't wear grass sandals. They ate meat and fruit. They didn't drink wine. They lived in workers' villages.

14 Use the same words to complete the sentences about yourself.

Student's own answers

Yesterday I...

_____ meat.
_____ fruit.
_____ fish.
_____ bread.
_____ water.

_____ milk.
_____ juice.
_____ trousers.
_____ a hat.
_____ a T-shirt.

Lesson 7

81



Children review the use of the past simple, by completing the sentences about the picture.



Encourage the children to use the past tense to talk about what they did the previous day.

Activity Book

Page 81, Activity 13

Say: *Open your Activity Books at page 81. Look at Activity 13.* Start reading the first text out loud and ask volunteers to supply the missing words orally.

Tell the children to complete the texts in their Activity Books. Ask volunteers to read the completed texts out loud and correct the activity.

Page 81, Activity 14

Say: *Now look at Activity 14.*

Use the words to ask the children questions about yesterday: *Did you (eat meat) yesterday? Did you (wear a T-shirt) yesterday?*

Tell the children to choose the correct verb forms and complete the sentences about themselves.

Ask volunteers to read their sentences out loud and compare.

Grammar and Writing Booklet

Page 36, Activity 10

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 tense of regular and irregular verbs.*

We are also going to focus on the negative forms.

Say: *Open your Grammar and Writing Booklets at page 36. Look at Activity 10.*

Ask volunteers to help you complete the charts out loud.

Tell the children to complete the grammar charts in their books.

Page 36, Activity 11

Say: *Now look at Activity 11.*

Tell the children to write a clean copy of their article 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 newspaper articles out loud.

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

Let's play!

Flash!

Hold up a flashcard from Unit 8 and turn it around very quickly so that the children only get a quick glimpse of it. Repeat a bit more slowly until the children guess which one it is. The child who guesses first can come to the front of the class and repeat the procedure with another flashcard. Repeat the procedure until all the flashcards have been guessed.

Resources

Multi-ROM

Unit 8, Grammar 2

Teacher's Resource Book

Extension worksheet 2, page 54

CLIL Objective

Investigating hieroglyphics.

Curricular link: Art; History; Maths

Language Objectives

Vocabulary: *hieroglyphics, alphabet, Egypt, pyramid, temple, pharaoh, delta, jewellery, tomb, sarcophagus, mummy, sky, mummification, water, scribe, god, goddess, protected, dead people, fields, writing and numbers*

Structures: *Horus was the sky god. He protected Egypt. Anquet was the water goddess. She protected the fields.*

Resources: poster (side B);

Materials: sheets of white paper (one per child)

Student's Book, page 82, Activity 13

Say: *Now look at Activity 13.*

Ask: *These are the names of gods and goddesses written in hieroglyphics. Who can come and write the first name on the board?*

Once they have identified the first name, ask a volunteer to read the text out loud. Then ask another volunteer to read the description of the first god out loud.

Ask questions about the gods and goddesses: *Who was the god of (mummification)?* SS: (Anubis). T: *Did (Anubis) have a (bird's head)?* SS: No, he had a (dog's head).

Optional Activity Book exercises

See page 343.

SPEAKING PROJECT: THE EGYPTIAN GODS

Presentation



Read the project title out loud: *The Egyptian gods.*

Write the Project Quest questions on the board. Ask: *How many people have found the answers to these questions?*

The children raise their hands. Ask volunteers to provide their answers. Make a note of their answers underneath the questions.

Show the children the poster (side B). Describe the gods and goddesses without saying their names: *He had a bird's head. He wore a crown.*

Ask the children to come to the poster and point to the correct figure. Help them pronounce the names.

***Note:** The spelling and pronunciation of the gods' names can vary. Below is a guide to pronouncing the more difficult names in English. The other names can be pronounced as written.

Anubis: anoobis; Geb, geb (g as in get); Khephera: kefera; Nephthys: nefthis; Nut: noot; Osiris: os-ey-ris; Re: rei

Work with the book

Student's Book, page 82, Activity 12

Say: *Open your books at page 82. Look at Activity 12.*

Today we're going to learn about hieroglyphics. Look at the pictures. This is a special alphabet called hieroglyphics. This is what the Ancient Egyptians used for writing.

Read the words in the box out loud. Say: *Now choose five words and write them using hieroglyphics.*

Tell the children to exchange their words with a classmate and work out the words.

Practice

Tell the children to use the hieroglyphic alphabet to write their names on a sheet of paper. Collect the sheets of paper, shuffle them and hand them out again. Tell the children to work out the names and go and find the person it belongs to.

ANSWER KEY

Student's Book, Activity 13

Horus was the sky god. He protected Egypt.

Anubis was the god of mummification. He protected the dead people.

Anquet was the water goddess. She protected the fields.

Seshat was the scribe goddess. She protected writing and numbers.

The Egyptian gods

12 Write hieroglyphics.



Instructions

- 1 Choose five words from the list.
- 2 Use the alphabet to write them in hieroglyphics.
- 3 Exchange your words with your classmates and read the hieroglyphics.

Egypt pyramid temple pharaoh delta
jewellery tomb sarcophagus mummy

13 Read the hieroglyphics and find the descriptions.

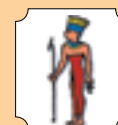
	was the sky god. He protected Egypt.
	was the god of mummification. He protected the dead people.
	was the water goddess. She protected the fields.
	was the scribe goddess. She protected writing and numbers.



Horus had a man's body and a bird's head.



Anubis had a man's body and a dog's head.



Anket had a woman's body and feathers in her hair.



Seshat had a woman's body and a star on her head.

Lesson 8

CLIL Objective: Investigating hieroglyphics.

82



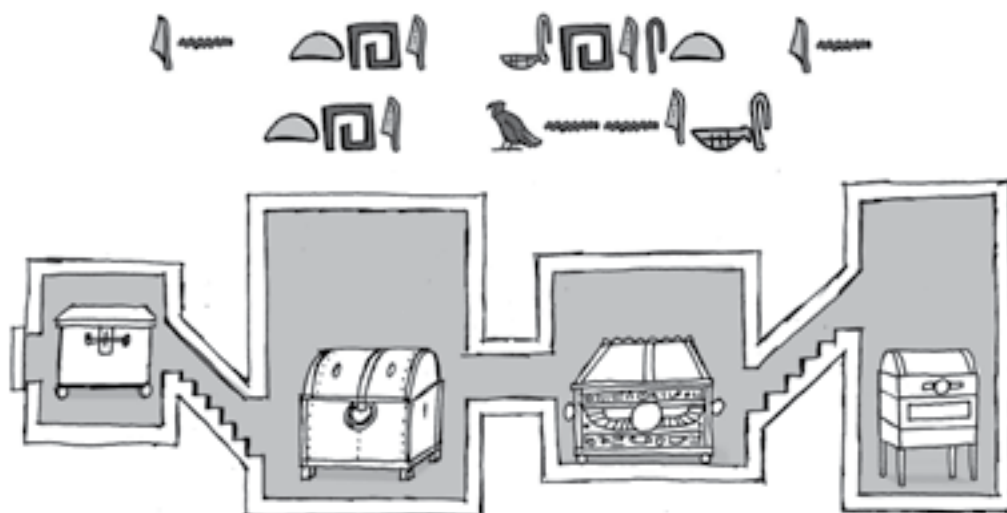
Discuss with the children the importance of writing when learning about a culture. Children will learn about hieroglyphics and their interpretation.



Children match the gods with their descriptions.

- 15 Use your hieroglyphic alphabet to crack the secret message.

WHERE IS THE PHARAOH'S TREASURE?



- Mark the correct chest with an X.

- 16 Complete the sentences about Isis.



Isis lived
on an island.



She wore
a long green skirt
and jewellery.



Isis made
bread and cloth.



She ate
meat, bread and fruit.
She drank wine.

Lesson 8

82



Children practise decoding hieroglyphic messages.



Children review the grammar and vocabulary studied in this unit and expand their knowledge of ancient Egyptian gods.

Activity Book

Page 82, Activity 15

Say: *Open your Activity Books at page 82. Look at Activity 15.* Explain that there is a secret message written in hieroglyphics.

Tell the children to work as quickly as possible and work out the secret message.

Write these names on the board: *treasury, annex, burial chamber, ante chamber.*

Tell the children that these are the names of the four chambers in Activity 15. Ask the children to listen and write the names below the correct chambers in their Activity Books. Say: *The first chamber is the Treasury, the second chamber is the Annex, the third chamber is the Burial Chamber, the fourth chamber is the Antechamber.*

Once they have worked out the message they look at the picture and mark the correct chest in their Activity Books. Ask volunteers to read the message out loud and point to the correct chest.

Page 82, Activity 16

Say: *Now look at Activity 16. Look at the pictures of Isis.*

Ask volunteers to complete the sentences orally. Help them with the missing verbs if necessary.

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

Ask volunteers to read their completed sentences out loud and correct the activity.

Let's play!

Relay race

Make two sets of photocopies of the key vocabulary cut-outs (or three sets of photocopies of the Teacher's Resource Book, page 24). Stick one set on the board, one set on a wall to the left and another set on a wall to the right, using Blu-Tack. Clear plenty of space in front of the cut-outs. Put the children into three teams and tell them to line up a few metres away from their set of cut-outs. Call out the name of a key vocabulary cut-out. The first member of each team races to the board or the wall, collects the correct cut-out and runs back and touches the next member of their team on the arm. As soon as the first member of one team has returned, call out another cut-out, and so on. The first team to collect all the cut-outs wins.

Resources

DVD

Unit 8, Episode 8

Teacher's Resource Book

DVD worksheet, page 32

CLIL Objective

Making a gallery of Egyptian gods.

Curricular link: Art; History

Language Objectives

Vocabulary: *names of Egyptians gods and goddesses; descriptions of their bodies; description of clothes.*

Structures: *Horus had a man's body. He was the sky god. He wore a short skirt.*

Resources: poster (side B)

Materials: white paper (two sheets per child); crayons

Optional Activity Book exercises

See page 347.

Practice

Collect all the drawings and descriptions of Egyptian gods and make a gallery. The children walk round the gallery and ask each other questions about the gods using the information on the sheets.

SPEAKING PROJECT: EGYPTIAN GODS**Presentation**

Show the children the poster (side B). Point to the gods and goddesses on the poster. Ask the children questions about their appearance: *Has (he) got a (man's) (body)?* Ask volunteers to come to the board, point to a figure and describe it.

Write short sentences on the board to summarise the information.

Work with the book**Student's Book, page 83, Activity 14**

Say: *Open your books at page 83. Look at Activity 14.*

Read and explain the instructions for a making a gallery of Egyptian gods.

Hand out the materials.

The children draw and label their Egyptian god/goddess and write information about him/her.

Student's Book, page 83, Activity 15

Say: *Now look at Activity 15. Let's play a guessing game.*

Tell the children to work in pairs and describe the god they have drawn without saying the name. The other child guesses. S1: *She was the scribe goddess. She protected writing and numbers. She had the body of a woman. She had a star on her head.* S2: *That's Seshat!*

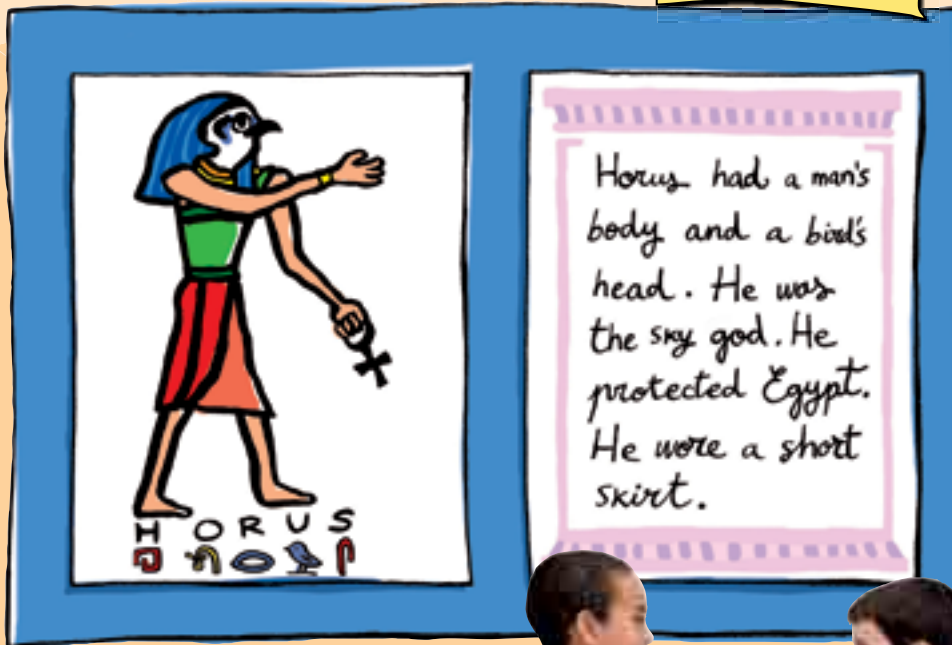
14 Make a gallery of Egyptian gods.

Instructions

- 1 Choose an Egyptian god or goddess.
- 2 Draw a picture and write the name in hieroglyphics on one page.
- 3 Write about the god on the other page.

YOU NEED

2 pieces of
white paper
crayons



15 Play a guessing game.

She was the scribe goddess. She protected writing and numbers. She had the body of a woman. She had a star on her head.

That's Seshat!



Lesson 9

CLIL Objective: Making a gallery of Egyptian gods.

83



Children show their creativity and their knowledge about Egyptian gods by creating a gallery of gods.



Children show their writing and oral skills by writing and talking about the Egyptian gods.

17 Follow the instructions and draw a picture.



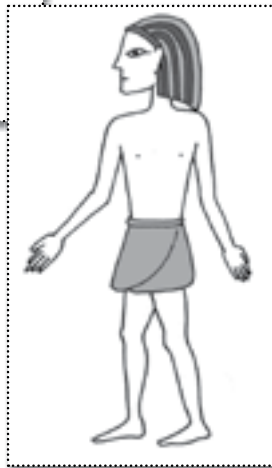
1 Draw a side view of the head, hair, neck, ear and mouth. Draw a front view of one eye and an eyebrow.



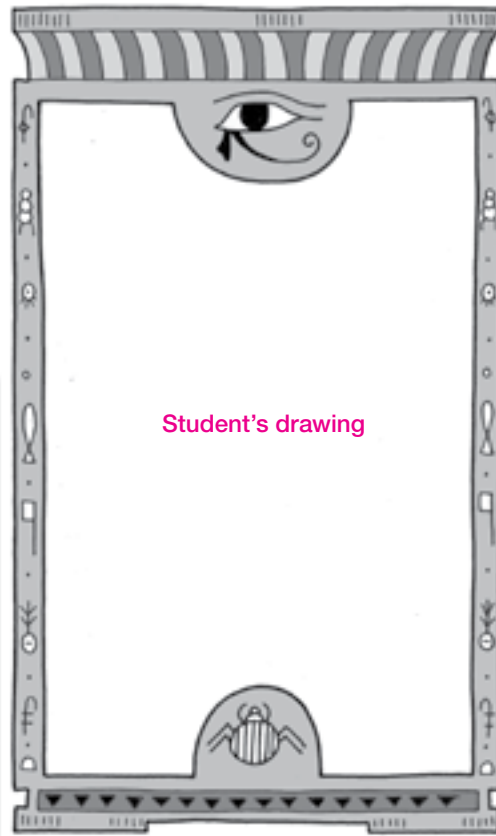
2 Draw a front view of the body and arms.



3 Draw a side view of the hips, legs and feet.



4 Draw a long dress for a woman or a short skirt for a man. Colour in your picture.



Lesson 9



Children show their artistic skills by drawing an Egyptian figure.



Children show their comprehension skills by following instructions correctly.

Activity Book

Page 83, Activity 17

Say: *Open your Activity Books at page 83. Look at Activity 17.* Explain that the Ancient Egyptians had a very strange way of drawing bodies. Ask the children to look carefully at the figures on the poster and ask questions: *Is the head drawn in profile or face on? What about the body? What about the arms and hands? What about the legs and feet?* Read and explain the instructions for drawing like Egyptians.

Tell the children to draw a figure in their Activity Books.

Resources

Multi-ROM

Unit 8, Vocabulary 2

Let's play!

Scattergories

Write the following categories on the board: *clothes, food and drink, gods and goddesses, people*. Put the children into teams and give each team a name. Tell the children that they have three minutes to think of as many words as possible for each category, without looking in their books. Say: *Ready, steady, go!* When the time is up, ask each team to tell you a word from the first category and ask a volunteer to come and write their word on the board under the team name. Repeat the procedure until no team has any words left in any category. The team with the most words at the end of the game is the winner.

Objective

Assessment.

Curricular link: History

Language Objectives

All language from Unit 8.

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 8.*

Show the children the poster (side A). Tell the children to look carefully at the map and ask volunteers to come to the map and describe it. Encourage them to give as much information as they can by asking questions: *Does the Nile flow from north to south or south to north? Which country is to the (west) of Egypt? What is the capital of Egypt?* Show the children the poster (side B) and hand out the pop-outs.

Ask the children to place the people in the different layers of the pyramids: *This is a (god). (He was at the top) of the pyramid.* Hand out the flashcards. Ask the children to come to the poster, place their flashcards next to one of the people and describe their habits and lifestyles: *The (pharaohs) lived in (palaces).*

Say: *Do you remember the song about the Ancient Egyptians?*

Play **Track 2.23** and sing the song with the children.

Work with the book

Student's Book, page 84, Activity 16

Say: *Open your books at page 84. Look at Activity 16. Look at the pictures and the words.*

Start describing Khety: *Khety was a farmer. He lived in Ancient Egypt. He lived in a hut.*

Ask volunteers to continue making sentences to describe Khety and his life.

Tell the children to write about Khety's life in their notebooks.

Say: *Now look at Activity 17. These are some of the people that lived in Ancient Egypt.*

Make some sentences (affirmative and negative) to describe one of the types of people. The children guess which one it is.

Tell the children to take turns describing and guessing the types of people with their classmates. They can do this as a whole group or in pairs.

Transcript



Track 2.23

Song: The pharaohs of old Egypt

See page 323.

Optional Activity Book exercises

See page 351.

Round up

Show the children side B of the poster. Play *Describe and guess* using the pictures of the gods and goddesses. Once the children have guessed, ask: *Who can give any more information about this god/goddess?* Encourage the children to supply the information they have learned in this unit.

Say: *That's the end of our book for this year. Let's do a quick survey.*

Write the titles of the units on the board. Ask the children to come and write their names under their favourite unit.

Write the titles of the stories and do the same.

Ask the children to justify their choices: *Why is Unit (8) your favourite?* S1: *Because I like the Ancient Egyptians. They're interesting.*

Review

16 Use the words and the pictures to describe Khety's life.



farmer
hut
children
bread
fruit
water
skirt
sandals
fields

was
lived
made
ate
drank
worked
had
wore

Khety was a farmer.
He lived in a hut.

• Now write about Khety's life.

17 Play describe and guess.



Lesson 10

Objective: Assessment.

84



Children use the vocabulary learned to describe the life of an Egyptian farmer.



Children are assessed on their skills of description in this activity. They describe Egyptian gods for their classmates to guess.

Review

18 Find words in your book to complete the word map.

Clothes

long skirts

short skirts

grass sandals

leather sandals

jewellery

Food and Drink

wine

bread

nuts

dates

pears

THE ANCIENT EGYPTIANS

Gods and Goddesses

Geb

Osiris

Isis

Seth

Re

People

pharaohs

nobles

scribes

artisans

farmers

19 Complete the text about the Ancient Egyptians.

ate wore lived lived went protected worked were built had had drank

The people in Ancient Egypt lived in cities and in the countryside. There were farmers and artisans, scribes and noblemen, and the pharaohs. The farmers worked in the fields. The pharaohs lived in palaces. They wore long skirts, leather sandals and jewellery. They ate wonderful food and they drank wine. Only the rich children went to school. The artisans and other workers built pyramids. The ancient Egyptians had lots of Gods and Goddesses. Some of them had animals' heads and people's bodies. They protected life in Ancient Egypt.

Lesson 10

84



Children fill out the word map with vocabulary from the unit.



Children write about the ancient Egyptians.

Activity Book

Page 84, Activity 18

Say: *Open your Activity Books at page 84. Look at Activity 18.*
Tell the children to look through their books and complete the word map.

Draw the map on the board and ask the children to come and add the words they have written in their Activity Books. They can then add any words they didn't think of before.

Page 84, Activity 19

Say: *Now look at Activity 19.*

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

Tell the children to complete the text in their Activity Books. Ask volunteers to read the text out loud and correct the activity.

Resources

Teacher's Resource Book

Unit 8 Test, pages 109-110



See Transcript **Track 2.27**

Teacher's Resource Book

Unit 8 End of Year Test, pages 111-112



See Transcript **Track 2.33**

Assessment criteria

CLIL Objectives

Children can understand the organisation of a society.
Children can describe the lifestyle of the ancient Egyptians.
Children can describe an archaeological discovery.
Children can contrast the lives of different members of a society.

Language Objectives

Children can name different geographical features.
Children can name the different members of a society.
Children name simple features of lifestyle.
Children describe the stages in a discovery.
Children can describe characters from the past.

Transcript



Track 2.27 Unit 8 Test

*This goddess had a woman's body and a cat's head.
This goddess had a woman's body and a frog's head.
This goddess had a woman's body and a scorpion on her head.*

*This god had a man's body and a bird's head.
This god had a man's body with a beetle's head.
This god had a man's body and a crocodile's head.*



Track 2.33 End of Year Test

*She's doing sit-ups. They're playing basketball. He's doing star jumps.
They're doing the windmill. And they're running.*

CLIL Objective

Learning about Christmas.

Language Objectives

Vocabulary: chimney, sleigh, Christmas tree, Christmas Eve, Christmas Day, Santa Claus, reindeer, present, star, party, decorate, winter, holiday, beach, swimming, surfing, barbecue, garden, family, snow, sauna, fish, potato, roast meat, vegetable, dinner

Resources: CD

Materials: paper, ruler, scissors

Preparation: Make a star to show the children (See Activity Book, page 85).

Presentation

Ask: *What festival do we celebrate this month? Do you like Christmas? Why?*

What do you do for Christmas? Do you have special food? Do you wear new clothes? Do you see your family?

Then ask: *Do you think people in other countries celebrate Christmas? Do you think they do the same things as us? How do you think they celebrate?* Encourage children from other cultural backgrounds to talk about their different customs.

Then ask: *What season of the year is it? Is the weather cold or hot? Is it the same in all the countries where people celebrate Christmas?*

Work with the book

Student's Book, page 85, Activity 1

Say: *Open your books at page 86. Let's sing the Christmas song.*

Play **Track 2.28**. The children listen and read the song.

Play **Track 2.28** again. Encourage the children to join in with the song. They can read from their books.

Say: *Now look at the picture. There are some letters in the picture. What letters can you see?* As the children call out the letters write them on the board in a circle.

Say: *These letters form a greeting that we use at Christmas time. What words do they make?*

Play **Track 2.28** again. The children join in with the song.

Student's Book, page 85, Activity 2

Say: *Now look at Activity 2.*

Ask volunteers to read the first email out loud. Then ask: *So is it winter or summer at Christmas time where this person lives?*

Repeat the procedure for the second email.

Then say: *Now look at the two children, Matti from Finland*

and Jenny from Australia. Who do you think wrote the first email? Why? What about the second email?

Write the following words on the board: *season, weather, food, customs.*

Tell the children to use these words as prompts to write about their own Christmas celebrations.

Ask volunteers to read their emails out loud.

Transcript



Track 2.28

Song: The Christmas song

See page 355.

Optional Activity Book exercises

See page 355.

Practice

Divide the class into groups of four.

Tell them to look at the words to the Christmas song.

Play **Track 2.28** again. The children plan a dance routine to the music.

Play **Track 2.28** again. Ask two groups to do their dance routines and sing the song.

Repeat the procedure until all the groups have performed.

Hold a class vote for the best dance routine.

ANSWER KEY

Student's Book, Activity 1

See page 355.

The key holidays at **Christmas** time are the following: 24th December is Christmas Eve, 25th December is Christmas Day, 26th December is Boxing Day, 31st December is New Year's Eve and 1st January is New Year's Day. The 6th January is not a holiday in English speaking countries.

In this festival, the children will learn about different ways of celebrating Christmas, which are determined by the climate and local customs. We tend to think of Christmas as a cold, snowy event, but the children should realise that Christmas is celebrated in many countries where it is summer in December.

christmas



1 Sing The Christmas song.

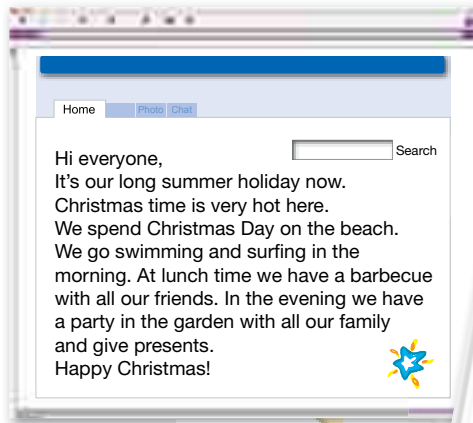


Oh, Christmas time is here again,
And it's time for having fun.
It's time for Christmas parties,
And it's time to sing this song.
It's time to decorate the tree,
And dance the night away.
It's time for giving presents,
And get out the winter sleigh.
Oh, Christmas time is here again,
And it's time for having fun.
And it's time for holidays!



- Find the letters in the picture. What do they spell?

2 Read the messages and find the children.



Matti, Finland



Jenny, Australia



- Write about your Christmas.



Lesson 1



Children discuss their traditions at this time of the year. They may talk about different religions and cultures. This will encourage tolerance towards diversity.



Children use the information in the emails to identify the characters.

Christmas

- 1 Find the words in the Christmas tinsel. Use the words to complete the text.

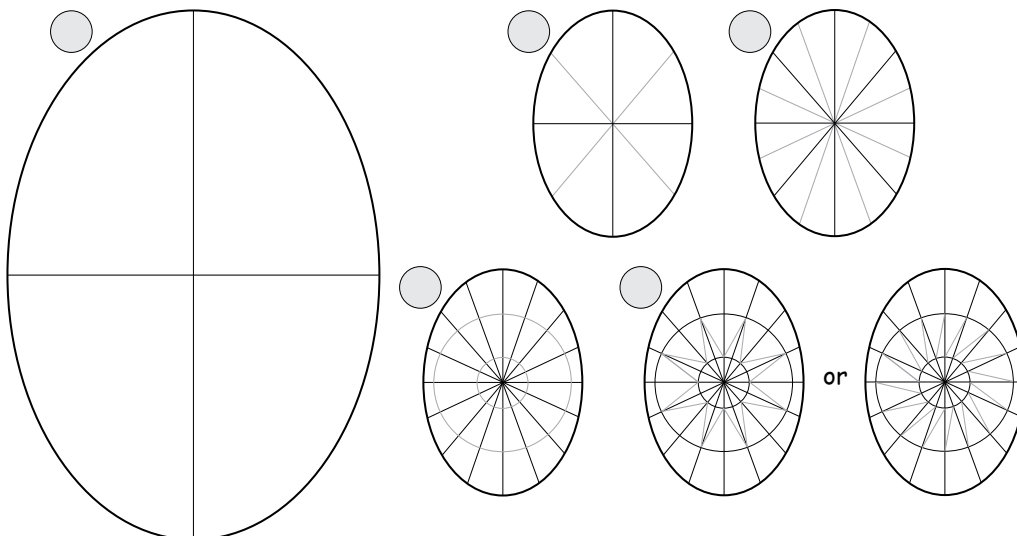
chimney sleigh christmas tree christmas eve father christmas reindeer presents christmas day

The 24th of December is Christmas Eve.
Father Christmas wears a red and white suit. He
 travels on a sleigh with his reindeer. He comes
 down the chimney and leaves the presents
 under the Christmas tree. The next day is
Christmas day, the best day of the year!

- 2 Make Christmas stars.

Instructions

- 1 Use the template and follow the picture instructions.
- 2 Colour your star and cut it out.



Lesson 1

85



Children identify the vocabulary referring to Christmas and use it in sentences to show they know the meanings.



Children show their creativity and their ability to follow instructions by making Christmas stars.

Activity Book

Page 85, Activity 1

Say: *Open your Activity Books at page 85. Look at Activity 1.*

Tell the children to find and circle eight words and expressions in the word snake.

Ask the children to call the words out and write them on the board.

Start reading the text out loud stopping at the gaps and asking the children to supply the missing words.

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

Page 85, Activity 2

Say: *Now look at Activity 2.*

Show the children the star that you have made.

Explain that the instructions show us how to make different types of stars. All the instructions start with the same basic shapes, picture 1, 2, 3 and 4. Pictures 5 and 6 show two different final stages.

Hand out the materials.

The children draw their stars, colour them in and cut them out.

They can use these stars to make Christmas cards or they can hang them from the class Christmas tree.

Transcript



Track 2.28 Christmas song

*Oh, Christmas time is here again.
And it's time for having fun.
It's time for Christmas parties.
And it's time to sing this song.
It's time to decorate the tree.
And dance the night away.
It's time for giving presents.
And get out the winter sleigh.
Oh, Christmas time is here again
And it's time for having fun.
And it's time for holidays!*

ANSWER KEY

Student's Book, Activity 2

First email: Matti, Finland

Second email: Jenny, Australia

CLIL Objective

Learning about New Year.

Language Objectives

Vocabulary: *New Year, January, dinner, midnight, Big Ben, clock, strikes, twelve, game, party, dance, Happy New Year!, calendar, weekend, school, holidays, dragon*

Resources: CD

Materials: coloured card, scissors, glue, rulers, black felt-tip pens, crayons, passport size photos of children in the class, a calendar for next year, string

Preparation: Make a New Year's dragon to show the children (See Activity Book, page 86).

Presentation

Ask: *What festival do we celebrate on the night of the 31st December? What do you do? Do you have a special party at home? Who do you celebrate with?*

Then ask: *Do you think people in other countries celebrate New Year? Do you think they do the same things as us? How do you think they celebrate?* Encourage children from other cultural backgrounds to talk about their different customs.

Work with the book

Student's Book, page 86, Activity 1

Say: *Open your books at page 86.*

Read the introductory text out loud.

Say: *Look at Activity 1.*

Ask volunteers to read the sentences out loud and ask: *Is that the same as your New Year's celebration?* Encourage the children to compare their customs with Eve's.

Then say: *Now listen to New Year's Eve at Eve's house.*

Play **Track 2.29**. The children listen and point to the sentences that correspond to the sound effects.

Play **Track 2.29** again. The children listen and make a note of the letters at the start of the sentences, in the correct order.

Ask: *What do the letters spell?* SS: *New Year!*

Student's Book, page 86, Activity 2

Say: *Now look at Activity 2. Let's make a calendar for our classroom.*

Divide the class into twelve pairs or small groups.

Hand each pair/group a sheet of white paper. Assign a month to each pair/group and tell them to write their month across the top of the page.

Place next year's calendar on your table and tell the children to come and find out what day the first day of their month is.

The children make their calendar using the model.

Tell the children to place their calendars on their tables. Then children walk around the classroom looking for their birthday month. When they find it, they colour in the day, write their name and place their photos next to their birthdays.

The children return to their desks and glue any photos that have been placed on their calendar months.

Collect the sheets of card and tie them together to make a class birthday calendar.

Transcript



Track 2.29. Activity 1

See page 359.

Optional Activity Book exercises

See page 359.

Practice

Discuss with class the way that people celebrate New Year in your country. Ask volunteers to make sentences about the New Year celebrations.

Ask the children to look at the birthday calendar and work out which month has the most birthdays and which has the least.

ANSWER KEY

Student's Book, Activity 1

1 N; 2 E; 3 W; 4 Y; 5 E; 6 A; 7 R

In most countries in the world, **New Year's Day** is celebrated on 1st January, but not everywhere. This depends on the calendar that is used. In some countries (like the Eastern Orthodox countries) New Year's Day is the 14th January. In other countries people use a lunar calendar where New Year's Day is the first day of the first lunar month of the year. This means New Year's Day is on a different day each year. Chinese New Year is based on a lunar calendar and is celebrated in many countries where there is a large community of people of Chinese origin.

New Year

People celebrate New Year all around the world.
They celebrate it at different times of the year and in different ways.
Most people celebrate New Year on the 1st of January.

1 Listen and find the sentences.

N At night we have a special dinner with all my family.

A Then we all hold hands and sing a special song called 'Auld Lang Syne'.

W Just before midnight, we switch on the TV and listen to Big Ben.

Y We count down to midnight and Big Ben strikes twelve.

E After dinner we play games.

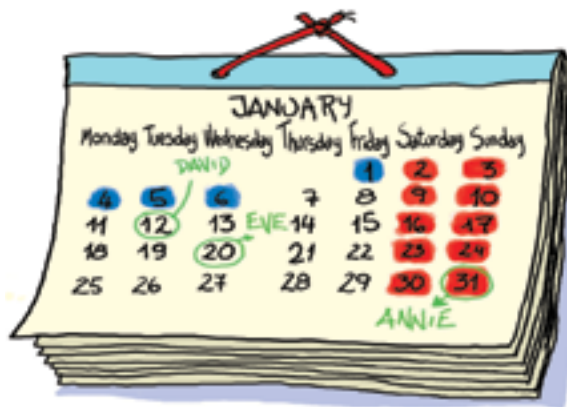
R After that we have a party and dance all night.

E Then we all shout 'Happy New Year'!



• What do the letters spell?

2 Make a class calendar for next year.



YOU NEED

coloured card
a ruler
a black felt tip
glue

scissors
crayons
photos



= weekends

= school holidays

Lesson 1

86



Children learn about different dates in which diverse cultures celebrate the New Year.



Children create a calendar for the coming year. Then they discuss the types, purpose and use of calendars.

New Year

1 Unscramble the words. Then use the code to crack the secret message.

HET

T¹ H¹ E

RITFS

F¹⁰ I¹⁰ R¹⁰ S¹⁰ T¹⁰

FO

O¹⁰ F¹⁰

RJAYNUA

J¹ A¹ N¹ U² A² R² Y²

SI

I¹⁰ S¹⁰

ENW

N⁴ E⁵ W⁶

RAYE'S

Y³ E⁸ A⁸ R⁸ S⁸

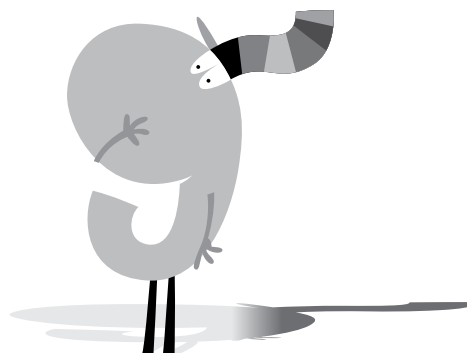
DYA

D⁹ A⁹ Y⁷

H¹ A² P³ P³ Y³

N⁴ E⁵ W⁶

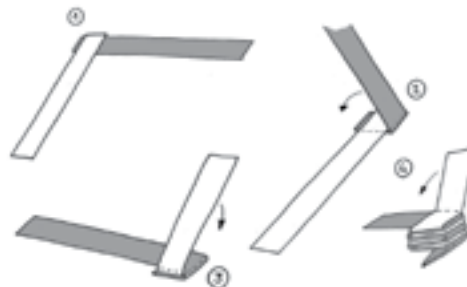
Y⁷ E⁸ A⁹ R¹⁰



2 Make a New Year's dragon.



Cut two strips of paper. Use different colours.



Fold the strips of paper to make the dragon's body.



Draw a dragon's face and glue it on the body.
Pull the body to make it longer.



Write a greeting on your dragon.

Lesson 1

86



Children identify the vocabulary and use it to crack the secret message.



Children learn about the Chinese New Year and create its most famous symbol: a paper dragon.

Activity Book

Page 86, Activity 1

Say: *Open your Activity Books at page 86. Look at Activity 1.*

Tell the children to unscramble the words and use the code to write the secret message.

Page 86, Activity 2

Say: *Now look at Activity 2. Let's make a New Year's dragon.*

Explain that Chinese New Year is celebrated in many countries and there is a special dance called the dragon dance. If there are any children in your class who are familiar with this dance ask them to describe or demonstrate it.

Show the children the dragon you have made.

Explain the instructions to the children.

Hand out the materials.

The children make their New Year's dragons.

They can either take them home or use them to decorate the classroom.

Transcript



Track 2.29 Activity 1

1 Yummy! Mum, this cake is delicious!

2 Guess this. It's a film and it's got three words.

3 Turn on the television!

4 10, 9, 8... 3, 2, 1

5 Happy New Year!!

6 (Singing) *Should auld acquaintance be forgot, and never brought to mind...*

7 (band & bagpipes, sound of party)

CLIL Objective

Learning about carnival.

Language Objectives

Vocabulary: *Carnival, February, March, dress up, costumes, parade, street, snow, Bonhomme, Quebec, Canada, snowman, hat, belt, sleigh rides, race, dog sleigh, ice skating, ice sculpture, snow rafting, canoe race, competition, frozen river, ice palace, language, French, astronaut, clown, pirate, wizard, go as, mask*

Resources: CD

Materials: construction paper, scissors, glue, paints, ribbon, stapler, glitter, feathers, materials for decorating the masks

Preparation: Make a carnival mask to show the children (See Activity Book, page 87).

Presentation

Write the word *carnival* on the board. Ask: *When is carnival this year?* Explain that carnival is at a slightly different time each year because it is celebrated six weeks before Easter. People usually dress up in costumes and there are parades in the streets.

Ask: *Are we going to celebrate carnival at school this year? What are we going to do? Are you going to wear fancy dress? What are you going to wear?*

Work with the book

Student's Book, page 87, Activity 1

Say: *Open your books at page 87.*

Read the introductory text out loud. Ask: *Do you know any famous carnival celebrations?*

Say: *Look at Activity 1.*

Explain that there are many very famous carnival celebrations, three of these are in Brazil, London and Venice.

Play **Track 2.30**. The children listen and point to the photos.

Play **Track 2.30** again. This time stop after each description and ask: *Which photo is that?*

Student's Book, page 87, Activity 2

Say: *Now look at Activity 2.*

Read Sam's speech bubble out loud and ask: *Does anybody know where Quebec is?* SS: *Canada.*

Then ask: *What do you think the weather is like in Quebec in February? It's cold and snowing. Let's find out about carnival in Quebec.*

Read the text out loud, stopping after each sentence to compare the celebrations in Quebec with the celebrations in your home town.

Ask volunteers to read the text out loud. Stop after the key sentences and ask: *Can you find the picture?*

Then say: *Let's find out more about Quebec.* Ask the questions at the bottom of the page and ask: *What other things do we want to find out?*

Make a list of the questions and discuss where they can find the answers.

Tell the children to find the answers for their homework.

Discuss the answers the next day.

Transcript



Track 2.30 Activity 1

See page 363.

Optional Activity Book exercises

See page 363.

Practice

Play *Hangman* with the new vocabulary.

ANSWER KEY

Student's Book, Activity 1

Student's Book, Activity 1

photo 2, Brazil

photo 3, Notting Hill

photo 1, Venice

Student's Book, Activity 1

...big snowman with a red hat and a colourful belt (photo 1)

...ice palace (photo 3)

...canoe race on a frozen river... (photo 2)

Carnival is celebrated in many countries in the world during the months of February or March. The exception is Notting Hill Carnival, one of the most important carnival celebrations in Europe, which is celebrated in London, the last weekend in August.

carnival



Carnival is usually celebrated in February or March.
People dress up in beautiful costumes and parade
down the streets.

1 Listen and find the photos.



2 Read the text and find the pictures.



I'm going to Quebec
to spend Carnival with
my cousins!

All the Carnival events are special snow activities. The Bonhomme is a special symbol of Carnival in Quebec. He's a very big snowman with a red hat and a colourful belt. There are sleigh rides and races, and a dog sleigh race. There's ice skating and skiing. There are ice sculpture competitions, and snow rafting. There is a canoe race on a frozen river and there is an ice palace.

Find out more.

Where is Quebec?

What language do they speak in Quebec?

Why are all the events snow activities?

Lesson 1



87



Children demonstrate their listening skills by identifying the photos from the information they listen to in the audio.



Children learn about a very different way of celebrating carnival in Quebec. Children also discuss the differences in the way they celebrate carnival in Quebec.

1 Read the sentences and solve the logic puzzle.

Four children go to the carnival party. What costumes do they wear?

	Astronaut	Clown	Pirate	Wizard
Sam	X	X	X	✓
Eve	X	✓	X	X
Jenny	✓	X	X	X
Peter	X	X	✓	X

The boys don't go as a clown.
 The girls don't go as a pirate.
 Sam and one of the girls don't go as an astronaut.
 Eve and one of the boys don't go as a wizard.
 Jenny doesn't go as a clown.
 Sam doesn't go as a pirate.

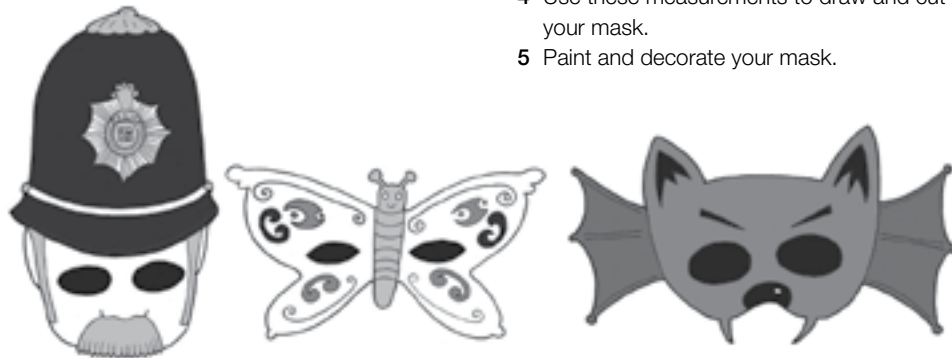
2 Make a carnival mask.

You need:

construction paper, scissors, glue, paints, ribbon, a stapler, glitter, feathers and other things to decorate your mask.

Instructions

- 1 Measure your face from ear to ear.
- 2 Then measure the distance between your eyes.
- 3 Measure the length of your face from your hairline to the end of your nose.
- 4 Use these measurements to draw and cut out your mask.
- 5 Paint and decorate your mask.



Lesson 1

87



Children solve a logic puzzle about the characters and the costumes.



Children show their creativity by making a carnival mask.



Activity Book

Page 87, Activity 1

Say: *Open your Activity Books at page 87. Look at Activity 1.*

Ask volunteers to read the clues out loud and remind the children how to solve a logic puzzle by putting ticks and crosses on the table.

Tell the children to solve the logic puzzle. The first one to solve the puzzle shouts: *Stop!*

Check the results by asking questions: *Who goes as an (astronaut)? Does (Sam) go as a (clown)?*

Page 87, Activity 2

Say: *Now look at Activity 2. Let's make a carnival mask.*
Hand out the materials and show the children the mask you have made.

Read and explain the instructions.

The children make their carnival masks.

Display the masks and encourage the children to talk about them.

Transcript



Track 2.30 Activity 1

The carnival celebrations in Brazil last for three days. There are parades through the streets with colourful floats and people wearing fantastic costumes. There is music and dancing in the streets. The Samba is a famous dance from Brazil.

Carnival in Notting Hill, London, is on the last weekend in August. It's too cold in the winter! People dress up in colourful costumes and there are parades every day. There is a special music competition with steel bands.

Carnival celebrations in Venice last for two weeks. People wear historical costumes and beautiful masks. They travel around the city on boats called gondolas. There are parties and parades every day.

CLIL Objective

Learning about Earth Day.

Language Objectives

Vocabulary: world, land, air, sea, ocean, tired, sad, rubbish, separate, tap, light, turn off, switch off, walking, school, eating, fresh food, plastic bottle, newspaper, fruit, milk carton, plastic bag, can, glass bottle, woollen jumper, leather shoes, chewing gum, years, tide, energy, wave, sun, wind, geothermal, river, sky, morning, night, light, beach, splash, swim, crash, blow, high, low, cloud, mountain, jump, deep, wide

Resources: CD

Materials: construction paper, crayons, coloured felt-tip pens

Presentation

Write the date 22nd April on the board and ask: *Does anybody know what we celebrate on this day?* Explain that this is called Earth Day.

Ask: *Do you think our world is in trouble? Are there any problems? What kind of problems? What causes these problems? Who causes these problems? Can we do anything about it? Can we help? How?* Write the children's suggestions on the board.

Work with the book

Student's Book, page 88, Activity 1

Say: *Open your Student's Books at page 88.*

Read the introductory text out loud.

Say: *Look at Activity 1.*

Play **Track 2.31**. The children listen and hum along in time to the music.

Play **Track 2.31** again. The children listen and find the pictures.

Divide the class into three groups.

Assign a verse to each group.

Play **Track 2.31** again. The children sing the song in their groups.

Hand out the materials.

Tell the children to work in their groups and make posters to celebrate Earth Day. They should write out the words to the song and decorate their posters with pictures showing what we can do to help our environment.

Student's Book, page 88, Activity 2

Say: *Now look at Activity 2.*

Ask the children to read the labels under the pictures.

Say: *All these are things that we throw away, rubbish. When we throw away our rubbish we don't see it anymore, but the rubbish decomposes and eventually disappears. Some things decompose very quickly and others take a very long time.*

Point to the list of years and tell the children to work in pairs and decide how long the rubbish takes to decompose.

If you prefer you can write the two lists on the board and tell the children to close their books so that they don't cheat by looking at the answers.

Tell the children to check their answers at the bottom of page 88.

Check the activity by asking questions: *How long does a (plastic bottle) take to decompose?*

Find out which pair or pairs had the most correct answers.

Transcript



Track 2.31

Song: *This old world*

See page 367.

Optional Activity Book exercises

See page 367.

Practice

Ask the children to show and describe their Earth Day posters to the rest of the class.

Earth Day is celebrated all over the world on 22nd April. Children and adults take part in activities to celebrate our wonderful world. People celebrate at school by planting gardens, organising recycling centres, cleaning up an area of the city or countryside and so on.

Earth Day



Earth Day is on the 22nd April. It is a special day for celebrating our world and thinking about the environment.

1 Sing the song and find the pictures.



Oh, this old world belongs to you and to me,
The land and the air, the oceans and the sea.
But this old world is looking very tired and sad,
There's rubbish all around the place. It's really very bad.

So let's all get working now, there's lots for us to do.
To make this world a better place for me and for you.
Don't forget to separate the rubbish every night.
And turn off the tap, and switch off the light.

Now stop and think of all the things that you can do.
Like walking to school and eating fresh food.
We need to save our world. Oh, can't you see?
Oh, this old world belongs to you and to me.



- Make an Earth Day poster. Write the words of the song and decorate your poster.

2 Guess how long it takes the rubbish to decompose.



plastic bottle



newspaper



fruit



milk carton



plastic bag



can



glass bottle



woollen jumper



leather shoes



chewing gum



ANSWERS: glass bottle - 1 million years • plastic bottle - 500 years • milk carton - 5 years • woollen jumper - 4 years • newspaper - 6 weeks • fruit - 4 weeks • can - 20 years • leather shoes - 50 years • plastic bag - 20 years • chewing gum - 3 months • newspaper - 6 weeks • fruit - 4 weeks

Lesson 1



Children learn about some of the problems on our planet by listening to a song. Children also discuss the reasons for the problems and how they can help to protect the planet.



Children use numbers in English to talk about the time it takes for different kinds of rubbish to decompose.

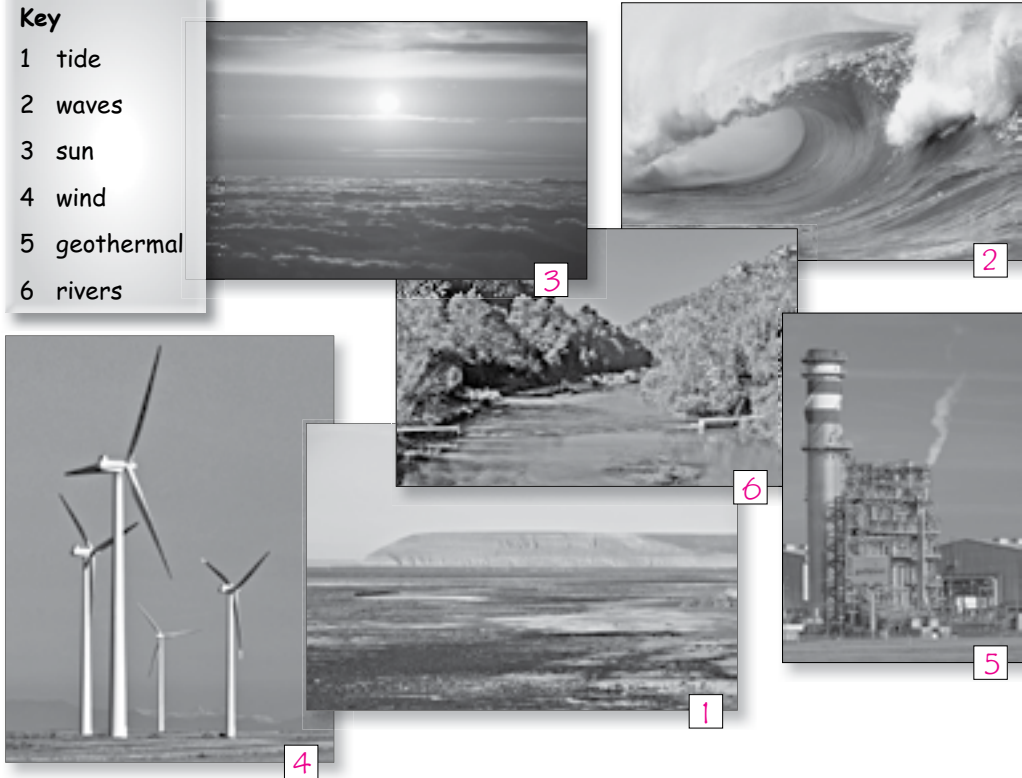


Earth Day

1 Use the key to number the sources of natural energy.

Key

- 1 tide
- 2 waves
- 3 sun
- 4 wind
- 5 geothermal
- 6 rivers



2 Use some of the words to solve the riddles.

I'm in the sky from morning till night.
I heat the Earth and give you light.

What am I? sun

We crash on the beach and go out and in.
Come and splash with us and have a swim.

What are we? waves

I blow down low, I blow up high
I blow the clouds across the sky.

What am I? wind

When we're in the mountains you can jump
from side to side.
But when we reach the sea we're deep
and wide.

What are we? rivers

Lesson 1

88



Children identify the energy sources in the pictures.



Children use their imagination and background knowledge to solve the riddles.

Activity Book

Page 88, Activity 1

Say: Open your Activity Books at page 88. Look at Activity 1.

Say: Look at the pictures. They show renewable sources of energy. Do you remember what that means? Look at the first picture. Can you find the name of this type of energy?

Repeat the procedure for the other pictures and words. Tell the children to number the pictures in their Activity Books.

Page 88, Activity 2

Say: Now look at Activity 2.

Ask volunteers to read the riddles out loud and then ask: *What kind of energy is that?*

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

Transcript



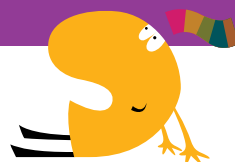
Track 2.31

Song: *This old world*

*Oh, this old world belongs to you and to me,
The land and the air, the oceans and the sea.
But this old world is looking very tired and sad,
There's rubbish all around the place. It's really very bad.*

*So let's all get working now, there's lots for us to do.
To make this world a better place for me and for you.
Don't forget to separate the rubbish every night.
And turn off the tap, and switch off the light.*

*Now stop and think of all the things that you can do.
Like walking to school and eating fresh food.
We need to save our world. Oh, can't you see?
Oh, this old world belongs to you and to me.*



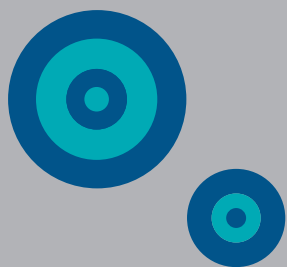
Richmond
PRIMARY READERS

The Chat Room

Marla Bentley



FREE CD INSIDE !



Sparks



Student's Material



Student's Book



Activity Book + Multi-ROM + Grammar and Writing Booklet + Cut-outs

Teacher's Material



Teacher's Book + Class CDs

